ANNUAL REPORTS 1946-1947

of

NEW JERSEY STATE TEACHERS COLLEGE

AT MONTCLAIR

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1946-1947

ANNUAL REPORT FOR THE NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

FOR THE COLLEGE YEAR 1946-1947

To the Commissioner of Education:

I have the honor to present the following brief report of work at the New Jersey State Teachers College at Montclair for the year 1946-1947. Accompanying this report will be found the annual reports of the various departments and agencies of the College.

I COLLEGE DEVELOPMENTS

Following the practice set up during World War II the College has admitted students in February, June and September. During the year 1946-1947, 453 freshmen students were admitted. A breakdown of this number is as follows:

Men	Women
67 in January	16 in January
203 in June and September	167 in June and September
270 Total	183 Total

The number of students admitted on advanced standing during the year was 113. The breakdown of this number by years is as follows:

Seniors	13
Juniors	27
Sophomores	67
Freshmen	6

The total enrollment for the year 1946-47 amounted to 1241, which represents an increase of 380 or about 44%. Students were enrolled from every county in the State. However, the great majority came from counties in the northeastern region. The distribution of students by classes was as follows:

Freshmen	422
Sophomores	331
Juniors	261
Seniors	227

The distribution of students by major fields of specialization was as follows:

Social Studies	307
English	214
Business Education	209
Mathematics	185
Science	156
Languages	129
Music	41

ANNUAL REPORT FOR THE NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

FOR THE COLLEGE YEAR 1948-1949

To the Commissioner of Education

I have the honor to present the following brief report of work at the New Jersey State Teachers College at Montclair for the year 1948-1949. Accompanying this report will be found the annual reports of the various departments and agencies of the College.

I. COLLEGE ENROLLMENT:

Following the practice set up during World War II the college has continued students in February, June and September. Starting the year 1948-1949, all transfer students were admitted. A breakdown of this number is as follows:

Men	Women
47 in January	16 in January
201 in June and September	187 in June and September
248 Total	187 Total

The number of students admitted to advanced standing during the year was 216. The breakdown of this number by years is as follows:

Seniors	19
Juniors	47
Sophomores	97
Freshmen	3

The total enrollment for the year 1948-49 amounted to 1,448. This represents an increase of 301 on record lists. Students were enrolled from seven counties in the state. Naturally the great majority came from Essex County. The distribution of students by counties was as follows:

Essex	1,000
Hudson	187
Bergen	141
Union	34
Passaic	27

The distribution of students by major fields of specialization was as follows:

Social Studies	377
Elem Ed	300
Business Education	171
Kindergarten	100
Science	124
Mathematics	107
Music	44

The number of students matriculated in the graduate department for the A.M. degree totalled 533. The major fields of interest were:

Administration & Supervision	156
Social Studies	121
English	86
Personnel & Guidance	79
Mathematics	49
Science	35
Languages	7

Enrollment in the Summer Session more than doubled that of the previous year. Enrollments in the Part-Time and Extension courses showed a marked increase from the fall of 1945 to the fall of 1946 and a slight decline from the spring of 1946 to the spring of 1947. The total College enrollment amounted to slightly over 2700.

The above enrollment data have major significance in the organization and administration of the College. They affected student-teacher loads, size of teaching staff, curricula, students' schedules, and standards of instruction. A major problem which was concerned with all adjustments was building facilities. This was a problem of fitting over 1200 students into space somewhat poorly adapted for even 150 students. The departments most seriously affected were science, physical education, music, art, and business education. The problem of orienting and adjusting upwards of 700 new students, including freshmen and students admitted on advance standing, to a new program of instruction without assembly room facilities, locker rooms for men, physical education facilities for men, specialized facilities for music and art, and generally inadequate library, classroom, food service, dormitory, and office facilities constituted an extremely difficult problem. It is distinctly to the credit of the college staff and the students that they faced the problem in a realistic and workmanlike manner, and made every effort to maintain reasonable standards.

In so far as growth in numbers is concerned, every major department increased its enrollment as may be noted by the accompanying chart.

In spite of the fact that it seemed to be a somewhat difficult time for new developments, considerable progress was made in the field of sensory-motor teaching aids. These developments were due largely to the generous grants of the Alfred P. Sloan Foundation.

With the increased number of men students, progress was also made in providing living quarters for married veterans, a dormitory for unmarried veterans, and the revival of varsity sports.

A total of 20 temporary buildings were made available for the College through the State Board of Education and the Federal and State Housing Administrations. Sixteen of this number provided living accommodations for married veterans. One barrack was constructed to house 50 unmarried veterans. Two classroom buildings and one laboratory building were also

The number of students matriculated in the School as candidates for the A.B. degree totalled 535. The major fields of interest were:

Administration & Supervision	134
Social Studies	121
English	25
Personnel & Guidance	79
Mathematics	48
Science	32
Languages	7

Enrollment in the Summer Session more than doubled that of the previous years. Enrollments in the Part-Time and Extension courses showed a strong increase from the fall of 1945 to the fall of 1946 and a slight decline from the spring of 1946 to the spring of 1947. The total College enrollment amounted to slightly over 2700.

The sharp enrollment rise [illegible] major difficulties in the staffing and administration of the College. Four critical problems—adequate faculty, size of teaching staff, curricula, students' counseling, [illegible]. A major problem which was encountered [illegible] was building facilities. This was a problem of [illegible] for some 200 students. The [illegible] affected were science, [illegible]. The problem of [illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

constructed. For the most part these buildings were built from old materials taken from military camps.

During the past ten years various organizations interested in recreation had urged the College to establish programs and facilities for the purpose of training leaders for promoting scouting, camping, playground activities, and general recreational programs. The Student Government Association, in cooperation with the College authorities, planned a building for this purpose, to be located on the back campus. Construction of this building was started shortly after the close of World War II, and was completed during the latter part of 1947. At present it is without furniture and equipment. As the veteran population increased during this period it was hoped that the building might be equipped and made available, at least to a limited degree, as a community center for the veteran population.

With the increases in cost of living and the drawing power of industry, the College was confronted with the problem of retaining many of its staff members on the basis of salaries offered in accordance with the salary schedule. The situation became critical and resulted in the establishment of a State Committee on Teachers Salaries, which was appointed and chaired by the State Commissioner of Education. All members of the committee, including members of the State Board of Education, State Department of Education, college presidents, and college teachers, cooperated in preparing a new salary schedule. This should be ready for adoption in the near future. The old salary schedule should become a part of this report and is therefore attached.

II RECOMMENDATIONS

A. Building Program

Confronted with a critical shortage of building facilities, the College revived with renewed force the old building schedule which was approved by the State Board of Education in 1927. It immediately gained support of the State Board of Education, the State Department of Education, faculty, and various state associations.

One of the most effective means of promoting the building program resulted from the establishment of a Citizens Committee, headed by Walter G. Speer, vice-president, National City Bank of New York. This committee, with the help of our public relations department, including Mr. Car Schmitt, set up and carried forward a comprehensive program by which the general public and the State legislators were made familiar with the building situation at Montclair State Teachers College. The committee asked for an appropriation of one million dollars to begin the building program at Montclair. Though it failed in realizing its objective, it accomplished much by way of educating the public and creating a high degree of good will toward the College. The attached bulletin was prepared by this committee and served as one of the most effective means of publicity.

B. Teachers Salaries

The principal recommendations of the Salary Committee were as follows:

1. An increase of $400 in the minimum salaries for all ranks.

2. An increase of $800 in the maximum salaries for all ranks.

3. Change in the percentage distribution according to ranks, which would make it possible to have at least 50 per cent of the faculty carrying the rank of associate professor and professor.

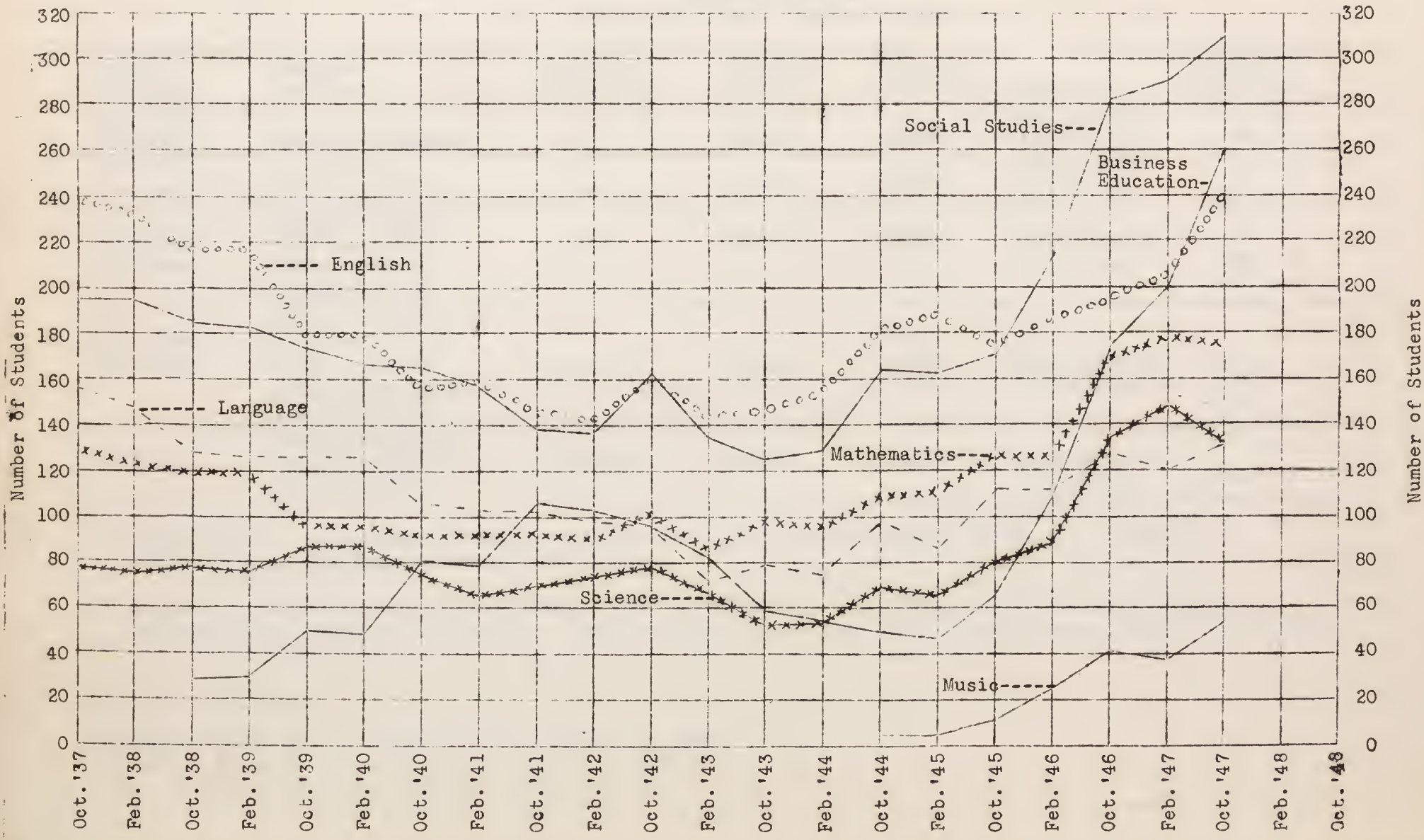
C. Music Building

It was recommended that a new temporary building be built through the cooperation of the Federal Housing Administration for the Department of Music. This building is to provide two classrooms, an office, four studios, six practice rooms, and a rehearsal room.

5

ENROLLMENT OF STUDENTS BY MAJOR DEPARTMENTS

NEW JERSEY STATE TEACHERS COLLEGE
AT MONTCLAIR



SALARY SCHEDULE
NEW JERSEY STATE TEACHERS COLLEGES

Classi-fication	Minimum Training	Minimum Experience	Minimum Salary	Maximum Salary	Increments	Limiting % of Faculty
Assistant Instructor	Bachelor's Degree	*	$1800	$2400	$120 annually for 5 years.	**
Instructor	Master's Degree	4 years	$2400	$3600	$150 annually for 8 yrs.	**
Assistant Professor	Master's Degree plus one further year approved graduate study	8 years	$3200	$4400	$200 annually for 6 yrs.	**
Associate Professor	Master's Degree plus two further years approved graduate study or its equivalent	12 years	$4000	$5200	$200 annually for 6 yrs.	**
Professor	Doctor's Degree or equivalent to the Doctorate	16 years	$4800	$6000	$200 annually for 6 yrs.	**

* Candidates for appointment as assistant instructors shall have experience and special fitness satisfactory to the Commissioner of Education.

** Not more than 25 per cent of the faculty shall be professors. Not more than 40 per cent shall be professors and associate professors. Not more than 75 per cent shall be professors, associate professors, and assistant professors.

Adopted by State Board of Education on February 2, 1945.
Revised by State Board of Education on June 1, 1945.

RULES CONCERNING THE OPERATION OF THE SALARY SCHEDULE FOR STATE TEACHERS COLLEGES

Adopted by State Board of Education June 1, 1945

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1. The salary schedule is a guide, not a contract.

2. Increments listed in the schedule shall not be automatic, but shall be given subject to legislative budgetary appropriations and subject to the performance of satisfactory service.

3. If the president of the college after consultation with the head of the department concerned and dean of instruction or vice-president deems the services of a teacher as unsatisfactory, he shall so notify the teacher on or before February 1. Duplicates of such notices shall be forwarded to the Commissioner of Education.

4. The annual salaries listed in the schedule shall be for ten months of service. In considering salary increments and promotions, the president of the college may well take into account recreation, advanced study, research, travel, writing, and other types of self improvement utilized by the teacher during the summer months. Employment during the summer months shall be at rates established from year to year in accordance with legislative appropriations.

5. The Commissioner of Education shall determine whether or not any teacher has met the educational requirements of the salary schedule.

6. Annually, in September, faculty members shall present all evidence of professional study during the preceding year, and this evidence shall be presented in duplicate.

7. Annually, in September, the president of each college shall inform the staff of the per cent of the faculty in each classification rank at that time, together with a statement of the per cents called for by the salary schedule.

8. Criteria for guidance in making promotions shall be formulated and made known to college staff members.

9. Candidates for promotion shall be judged in accordance with these criteria by the head of the department, the dean of instruction or vice-president, and the president; and, after considering such judgment, the president of the college shall then make recommendations to the Commissioner of Education concerning promotions.

10. It shall be the general policy to replace resigning members of the faculty by promoting other faculty members. The Commissioner of Education will approve deviations from this policy when desirable in order to maintain the quality of instruction or administration.

11. In general, new faculty members shall be placed on the schedule in accordance with their qualifications. If, however, conditions make it impossible to secure satisfactory persons to fill vacancies on any college staff at the salaries indicated in the schedule, such exceptions shall be made as seem necessary to maintain the desired quality of instruction.

12. In order to qualify for promotion in rank a faculty member shall meet the requirements of education and experience listed in the salary schedule.

13. All faculty members shall be retired no later than the close of the college year during which they become sixty-five years of age. This regulation shall be put into effect gradually over a period of five years as follows:

    (a) On June 30, 1946, all teachers 69 years of age shall be retired.

    (b) On June 30, 1947, all teachers 68 years of age shall be retired.

    (c) On June 30, 1948, all teachers 67 years of age shall be retired.

    (d) On June 30, 1949, all teachers 66 years of age shall be retired.

    (e) On June 30, 1950, all teachers 65 years of age shall be retired.

14. This salary schedule and the rules for the operation thereof may be amended, revised, or abrogated at any time by the State Board of Education.

The MONTCLAIR STORY

Presented By

THE CITIZENS COMMITTEE

for

Montclair State Teachers College

How Overcrowded Conditions at Montclair Affect Parents, Pupils, and Schools of New Jersey

C O N T E N T S

This report is compiled in the following order:

WHY A CITIZENS COMMITTEE?

This is the Montclair Story. . . .

This is a brief resume of an 18 year old fight by an accredited Teachers College to expand its physical facilities in order to do efficient work and maintain standards.

Through the many years of depression, recession and war-time material shortages, Montclair State Teachers College has struggled along in the same five buildings it had in 1930. Each year the college has appealed for state aid but never pressed its demands because of the aforementioned obstacles. This year the college that was built for 350 students now has 1,123. The situation has reached a boiling point.

On December 9, 1946, the Montclair Chamber of Commerce through its then president Garvin Taylor, passed a resolution urging the State Legislature to act quickly on the million dollar appropriation for three badly needed buildings. These are the same buildings the State Board of Education has requested for Montclair for the past 18 years.

Mr. Taylor's personal inspection of the college's facilities and subsequent action through the Chamber which was strongly supported by "The Montclair Times" led to the organization of the Citizens Committee which I have been privileged to head up.

On our committee are many parents and business men and women who are interested in furthering higher education, especially for those young people who want to make a place for themselves in the teaching profession.

Since it is impossible to bring the people to the scene, we are endeavoring in this booklet to bring the scene to the people.

The problem and the solution to the problem are presented herein. As you read this resume, you will see how the Montclair Story affects every parent, pupil and school in New Jersey.

As ably put by the editor of the "Newark Star Ledger", "...the hope for training an adequate number of new teachers (of which there is an acute shortage) is not enhanced by overcrowding at Montclair State Teachers College."

Teachers Colleges are the bulwark of our democracy and as such they must be supported and maintained by the people. It is not enough that the State establish educational institutions-they must be kept up! I speak as a taxpayer and parent who holds dear the educational ambitions I have for my children. I'm sure that many other parents share my feelings on this matter.

On behalf of 1,123 students at Montclair State Teachers College, its 7,000 members of the Alumni Association, and the many civic groups interested in this cause, I respectfully submit this report to the honorable members of the New Jersey State Legislature.

WALTER G. SPEER, chairman,
Citizens Committee for
Montclair State Teachers College.

January, 1947

A BUILDING PROGRAM FOR THE NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

Colleges of the size of Montclair which offer undergraduate and graduate work are commonly provided with the following buildings:

1. One large recitation hall or two medium size recitation halls
2. Science building
3. Health and physical education building
4. Music building
5. Fine and applied arts building
6. Demonstration or practice school
7. Library building
8. Auditorium or chapel
9. Dining hall and college commons
10. Three or more dormitories for women
11. Two or more dormitories for men
12. Administration building

Total - About 15 buildings or equivalent accommodations

Fifty-four Teachers Colleges in the United States, which prepare high school teachers, have an average of 17 buildings each. The range is from 10 to 43 not including Montclair.

Montclair has the following:

1. Recitation hall
2. Two dormitories for women
3. Demonstration school for high school students
4. Heating plant

Total - 5 buildings

The Building Program for Montclair calls for the following:

1. Classroom, auditorium and cafeteria building
2. Science building
3. Men's dormitory
4. Health and physical education building
5. A second dormitory for men
6. A third dormitory for women
7. A music building

The first three are requested in this year's budget.

Reasons why additional buildings should be provided

1. The full time enrollment has increased from approximately 350 to 1123 and from 350 to nearly 3000 when extension students are included.

2. The veteran enrollment is approximately 400 and the college is asked to take 800 more in our undergraduate department. In addition to the 400 the college has 101 veteran graduate students.

3. The present classroom building was built in 1908 to accommodate a two-year normal school of 350 students.

4. No college classrooms have been added since 1908.

5. The two-year normal school has been replaced by a four-year college with a fifth year of graduate work.

6. Nine new major departments have been added.

7. Classes are extremely large.

8. Courses have been dropped or postponed because of lack of space.

9. Late classes are necessary though they are extremely inconvenient for commuting students who have to return home after dinner hours.

10. Veteran and civilian students and also faculty members are markedly handicapped in their work and critical of the building facilities.

11. Organized Veterans Associations and other groups are pressing for action.

12. Because of crowded conditions and makeshift arrangements it is practically impossible to do efficient work and maintain standards.

13. At this time and always it is highly important that the State produce the best teachers possible for its on-coming generations.

14. There is a marked teacher shortage and the profession is in particular need of more men and more mature teachers. The veterans meet this need.

15. Laymen and school men have spoken of the present situation as "shocking,""markedly inadequate" and the need as "imperative."

BRIEF STATEMENT OF THE NEEDS AND REQUIREMENTS

FOR INDIVIDUAL BUILDINGS

I Auditorium, Classroom and Cafeteria Building

A. Need for Auditorium

1. The college has no indoor auditorium for assemblies, lectures, concerts, dramatics, state and regional conferences, celebration of national holidays, college commencements, etc. - Also no suitable facilities for teaching dramatics, public speaking, choral and instrumental music and established points of view on state, national and international problems.

B. Need for Classrooms

1. Present classroom building was built in 1908 for a normal enrollment of 350. Since the undergraduate college (A.B. degree) and the graduate college (A.M. degree) have been established, rooms have of necessity been set aside and divided for Dean's office, personnel office, registrar, director of summer session and extension program, speech, reading and guidance clinics, teaching aids, library and laboratories. This has caused a reduction in space for college classes. No college classrooms have been added since 1908. At present we have 20 classrooms for 1123 full time undergraduate students and 70 faculty members. Result: Excessively large classes, unassigned classes, and many inefficient makeshifts.

C. Need for Cafeteria

1. Present cafeteria is a makeshift. It is a dark, damp and unsanitary room without kitchen facilities.

2. Food has to be cooked in Edward Russ Hall and transported by truck to the Recitation Hall where the cafeteria is located.

3. The kitchen in Edward Russ Hall was built in 1915 to serve 100 students. Now it serves 1200 daily.

4. Because of crowded conditions the dining room at Edward Russ Hall serves two breakfasts, two lunches, and two dinners on shifts. Food is served in the cafeteria on three shifts, from 11 A.M. to 2 P.M.

5. The new cafeteria is designed to serve all students three meals a day thus centralizing the service, promoting efficiency and reducing costs.

This plan will release space in Edward Russ Hall for dormitory purposes. There is now a long waiting list. It will also release space in the Recitation Building (old cafeteria) for a library stack room and thus make it possible to remove stacks from the present library reading room and thereby increase the amount of library reading room space. The present library reading room is seriously overcrowded.

It is evident that the three-purpose building (auditorium, classroom and cafeteria building) provides a unified and efficient food service organization, relieves the dormitory situation, and postpones indefinitely the request for a new library building.

D. Requirements for the Auditorium, Classroom and Cafeteria Building

1. Auditorium to seat 1100.
2. Stage equipped for teaching dramatics.
3. Two classrooms and six practice rooms for music.
4. Four classrooms and little theatre for teaching English, public speaking and dramatics.
5. Cafeteria to seat 600.

The plans and specifications which were prepared in 1930 have been completely revised and are now ready to be submitted for new bids as soon as the appropriation is made.

II Science Building

A. Need for Science Building

The college started with practically nothing by way of laboratories, storage, lecture rooms and special laboratories. Nothing new has been added. Three laboratories have been developed from existing rooms. These three rooms have to be used for laboratory, recitation and storage purposes by 500 students who are studying science in 23 courses for about 150 hours per five day week. (Laboratories are used Saturdays and evenings by extension classes not included in the above figures.)

The result:

1. Classes are much too large.
2. Required courses have been cancelled, shifted about or postponed.
3. Systematic science instruction of high standard is impossible.
4. No time or space for preliminary experimentation and research or for setting up experiments and taking down apparatus.
5. No adequate storage space for valuable apparatus and supplies.
6. Students fail to receive necessary individual instruction and guidance.
7. Commuting students are required to remain until 6:00 P.M. in order to get work in and thereby return home after dinner hours.
8. Strong and justified feeling of dissatisfaction on the part of students and staff.

B. Requirements for the Science Building

1. 8 laboratories for the various branches of work in physics, chemistry and biology on the undergraduate and graduate levels.
2. 1 earth science laboratory
3. 9 storage rooms for apparatus and supplies.
4. 3 lecture rooms.
5. 3 classrooms.
6. 3 offices and conference rooms
7. 1 shop for the production and repair of teaching materials and the teaching of radio, auto-mechanics and aviation.
8. Visual education room seating 150, with photographic dark rooms and storage.

III Dormitory for Men

A. Need for Dormitory for Men

1. There are 450 men students in college and no dormitory for men.
2. Many men spend from 2 to 4 hours per day in travel.
3. Rooms or room and board in private homes are almost impossible to find, also, when attainable, charges are prohibitive.

B. Requirements for the Dormitory for Men.

Complete plans and specifications for a new men's dormitory are paid for and ready to put in the hands of contractors for bids.

IV Total Budget Request - $1,000,000

It seems practically impossible to make reliable estimates of building costs at this time.

STATEMENTS RELATIVE TO THE MATTER OF PRIORITY

The State Teachers College at Montclair has not asked for priority.

The College recognizes that buildings should and will be supplied in accordance with the State's program for higher education and the needs of the individual institutions.

The following statements should receive some consideration.

1. The State Board of Education has requested the Legislature for additional buildings for the State Teachers College at Montclair over a period of 18 years.

2. The State Legislature has recognized the need for additional building facilities at Montclair. In 1930 the Legislature appropriated $375,000 for the auditorium, classroom and cafeteria building.

3. The plans and specifications were prepared for this building in 1930 and contractors bids were received in December of that year. The State Board of Education in cooperation with the Legislature delayed letting the contract and finally in January 1931 the appropriation was rescinded because of the emergencies of the depression. The Legislature appreciated the fact that the State Board did not close contracts with the contractors and cooperated with the Legislature in meeting its special emergencies. In response the Legislature made appropriate assurances to the State Board.

4. The long period of depression and war has made it practically impossible for the Legislature to act favorably upon the continued recommendations of the State Board of Education for additional building facilities at Montclair. It is assumed that now funds, materials and labor may be made available.

MR. Legislator ...

IT'S NOW UP TO YOU!

SUBWAY RUSH? NO. THESE ARE STATE TEACHERS COLLEGE STUDENTS CHANGING CLASSES

CAFETERIA IS SO OVER-TAXED THAT FOOD IS PREPARED IN ONE BUILDING AND HAULED 400 YDS. AWAY

STUDENTS MUST SIT ON STEPS AWAITING SEATS IN "SRO" CLASSROOMS ...

SRO in Classrooms Means Waiting on Hallway Steps

Montclair Appeals to Governor for Vital Building Facilities

Two Thousand Enrollment Proposed; Facilities Strained by Over Crowding

Space at Premium in New Jersey State Teachers College

30*** NEWARK STAR-LEDGER, FRIDAY, DECEMBER 20, 1946

the EDITOR'S OPINION

From bad to worse

Inadequate pay has caused a serious setback to education in New Jersey and has driven thousands of teachers and prospective teachers to turn to other fields.

The resultant shortage of teachers is serious, and the only hope lies in training more teachers after salary adjustments re-establish the standing of the teaching profession.

The hope for training an adequate number of new teachers is not enhanced by overcrowding at the Montclair Teachers College—overcrowding so serious as to be described as "shocking" by a committee of conservative Montclair citizens who have interested themselves in this problem.

The plant facilities were built with a view to accommodating 350 students for a two-year course; it must now serve 1,123 students for a four-year course. Typical of the many impossible situations created by this congestion is the cafeteria problem. The cafeteria was built in 1908 to serve 100 students, but must now serve 1,200; food has to be prepared in one building and trucked to another 100 yards away.

New Jersey will never make up its acute shortage of teachers with such congested institutions. The Citizens' Committee for Montclair State Teachers College estimates the cost of a minimum building program at $1,000,000. Appropriations have been urged by the State Board of Education upon the Legislature for the past 18 years, but in vain.

The bursting point of such a condition cannot be repressed forever. The committee may be right in describing the condition as intolerable.

Improvements Needed at College

THE overcrowded conditions at Montclair State Teachers College, bared last week by a Citizens Committee headed by Walker G. Speer of Verona, are shocking, to say the least.

Here is an accredited institution, ranking among the highest of its type in the country for its broad program in the field of teaching, facing many unnecessary setbacks because facilities are inadequate. Built in 1908 as a two-year Normal School with five buildings to accommodate a maximum of 350 students, it today has a four-year curriculum offering graduate courses and the authority to grant Masters degrees. Today it still has the same five buildings, but the enrollment totals 1,123.

Last week a group of interested citizens of Montclair and vicinity made an inspection of the college and in its own words the group reported their findings as "shocking." Touring the campus the committee found groups of veterans sitting on the steps in the hallway waiting for seats in the "SRO" classrooms.

The eating arrangements are almost unbelievable—comparable only to emergency situations that the Ex-GI's recalled from their Army days. Because kitchen and dining room facilities are inadequate, food has to be prepared in one building and transported by truck to the cafeteria 400 yards away. The cafeteria, incidentally, was built in 1908 to serve 100 students—today it serves 1,200.

This is a problem for Governor-Elect Driscoll and the 1947 Legislature, but it is also the responsibility of every citizen who wants his children properly educated. Emergency or so called "temporary" barracks is definitely not the solution. Long before the Upper Montclair institution was "invaded" by 400 veterans, its facilities were far below its needs.

The record shows that the State Board of Education has requested the Legislature for additional buildings for the Montclair college over a period of eighteen years. It can be assumed that the long period of depression and the war years made it practically impossible for the State Legislature to act favorably upon the continued recommendation of the State school board. Today we believe funds, materials and labor can and should be made available.

The much needed appropriation of $1,000,000 should be included in the 1947 budget.

Graduates Press Fight For Grant

Rally Support in Request for Million-Dollar State Appropriation for MTC.

The fight by the Citizens Committee to arouse the Governor and State Legislature for State aid for Montclair State Teachers College reached greater proportions this week when scores of parents, clubwomen, civic leaders and many prominent business men in Montclair and surrounding area volunteered active support.

At a meeting last Friday night, Walter G Speer of Verona, chairman, announced that in addition to the steering committee, sub-committees would be formed.

Named to the steering committee at Friday's meeting were Judge Alex M MacLeod of Paterson, Alex P Waugh, Verona, and Stanley Hutchinson, Montclair.

7,000 in Alumni

Announcement of the campaign to bring the needs of the college to the [illegible] officials fol-

Scores Join College Fight

Parents Being Rallied to Press Driscoll for Million Dollar Grant.

Parents of students at both the college and College High School are now being rallied to the support of the million dollar building program for Montclair State Teachers College it was announced yesterday by Walter G Speer of Verona, chairman of the Citizens' Committee which is pressing the authorities at Trenton for swift action on the critical [illegible] conditions [illegible]

1,123 Enrolled At N. J. College Built for 350

Montclair Asks $1,000,000 for Buildings to Help Ease Crowded Conditions

By Jean Nowell

MONTCLAIR, N J, Dec 20 — In a time where overcrowding is a usual practice in all higher educational institutions, students and faculty of the New Jersey State Teachers College here are plainly claiming the distinction of being more overcrowded than any [illegible] in the country. [illegible] exceeded their [illegible] on

More Buildings for Better Teachers

"Tentative plans call for the future expansion of the college after the initial request is completed. Although no definite time limit has been set for the additional building program, it is considered to be of vital importance to the future growth of M[illegible]

The present [illegible] accrued [illegible]

Sprague Cites Needs of MTC

Says Teachers Are No Better Than Colleges Where They Enroll.

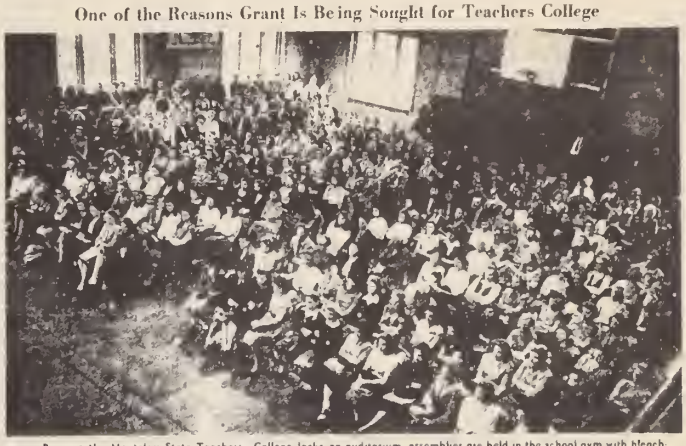
"Teachers are no better than the Teachers Colleges," said Dr Harry A Sprague, president of Montclair State Teachers College, in a featured article of the current issue of the undergraduate newspaper, "The Montclarion."

In pointing out the need for new buildings at the 38-year old institution which ranges among the highest of its type in the country, Dr Sprague declared:

"The college and the State Department of Education including the State Board of Education have recognized the serious lack of building facilities [illegible]

"Teachers No Better Than the Teachers Colleges"
—President Harry A. Sprague

One of the Reasons Grant Is Being Sought for Teachers College



Because the Montclair State Teachers College lacks an auditorium, assemblies are held in the school gym with bleachers and camp stools serving as seats for students. An evidence of the overcrowding at the college, this situation is only one of the reasons why the alumni association is seeking a million-dollar appropriation in the 1947 State budget for a needed building

$1,000,000 SOUGHT

Teacher scarcity blamed on lack of college space

MONTCLAIR—The shortage of teachers in New Jersey can be traced partly to the inadequate facilities of the 38-year-old Montclair State Teachers' College, which was built to accommodate 350 students, but which now has an enrollment of 1,123.

That is the burden of the argument of a Citizen's Committee to be organized at the college tonight to rally legislative support for a $1,000,000 appropriation to erect additional buildings. The committee will be headed by Walter G Speer, 72 Prospect ave, Verona, who is vice president of the First National Bank of New York.

Speer described the overcrowded conditions at Montclair as "shocking." Listed by his committee among badly needed buildings is a men's dormitory. The college has none although there are more than 400 veteran students with 800 more scheduled to enroll next fall.

Kitchen facilities also were termed grossly adequate. Built to serve 100 students, the cafeteria takes care of 1,200 in two shifts. Food has to be prepared in one building and transported by truck a quarter of a mile.

Classes are extremely large, Speer reported after an inspection tour, with 50 or more students in every class. He said he found groups of veterans sitting on steps in hallways waiting seats in the classrooms.

The Citizen's Committee's program for expanded facilities, to be submitted to the Legislature, also lists an auditorium, and a science building as urgent requirements.

Also needed the committee said is a health and physical education building, a second dormitory for women, a third for women, and a music building.

Speer declared in his report to the committee that the crisis at Montclair had existed for years, and that the State Board of Education repeatedly has asked for state aid for buildings. During the depression, the Legislature could not answer the demand for funds, Speer said, but "it is now assumed that funds can be made available."

(Pictures on Page 12)

Ex-GI's Will Recall This Scene

Critical situations at Montclair State Teachers College led to organization of Citizens Committee which will press Governor and State Legislature for million dollar building program. Cafeteria facilities are overtaxed. The present makeshift cafeteria was set up to handle 100 students. Today it serves 1,200. Food has to be prepared in one building and transported by truck 400 yards away to cafeteria that serves in two shifts. Above is truck being loaded at kitchen—a scene many ex-GI's will recall as the situation is comparable only to similar Army field services.

FIFTY'S A CROWD—Jammed classrooms, like the one above, is one reason the Citizens Committee for Montclair State Teachers College is seeking new buildings.

PRESS SUPPORT EMPHASIZES NEED

PLANS FOR THESE BUILDINGS HAVE BEEN APPROVED

BOYS DORMITORY
NEW JERSEY STATE TEACHERS COLLEGE
AT MONTCLAIR

BY THE STATE BOARD OF EDUCATION

AUDITORIUM AND CLASS ROOM BUILDING
MONTCLAIR STATE TEACHERS COLLEGE
MONTCLAIR NEW JERSEY

1946-1947 STAFF CHANGES

A record should be made of two important changes which were made at the end of the 1947 summer session.

1. Dean John D. Messick resigned to become President of the East Carolina Teachers College, Greenville, North Carolina. Dr. Ernest DeAlton Partridge was appointed to succeed him.

2. Dr. Harold Spears, Head of the Department of Integration, resigned to become Assistant Superintendent of Schools in San Francisco, California. Dr. Mowat G. Fraser was appointed to succeed him.

Faculty Appointments

Richard M. Auer	Substitute assistant instructor, mathematics
J. Stephen Bloore	Instructor, English
William A. Braem	Instructor, Social Studies
Mrs. Mabel W. Caldwell	Supervisor of Student Teachers
Mrs. Robert Champney	Assistant Instructor, Library
Frank L. Clayton	Instructor, Social Studies
Alden C. Coder	Instructor, Physical education for Men
Mrs. Edna N. Dexter	Part-time instructor, Physical education
Ernest B. Fincher	Instructor, Social studies
Paul Glass	Part-time instructor, music
Herbert B. Gooden	Instructor, Social studies
S. Marie Kuhnen	Instructor, Science
Charles Massinger	Part-time assistant professor, music
John W. McCain, Jr.	Substitute assistant professor, English
Casmer V. Mentus	Part-time instructor, business education
Maurice P. Moffatt	Instructor, social studies
Ward Moore	Instructor, music
Allan Morehead	Instructor, integration
Mrs. Evelyn Oelen	Director of Public Relations, Instructor, English
Filomena Peloro	Part-time assistant instructor, Spanish
Paul J. Ritter	Dean of Men, Assistant professor psychology
Mrs. Helene S. Ross	Part-time instructor, art
Sylvia Scheinin	Part-time assistant professor, Spanish - 1st semester only
Alice Stewart	Instructor, sociology
Mrs. Lempi Talvensaari	Instructor, business education
Harry C. Wasasier	Part-time instructor social studies
Frederick C. Werle	Part-time instructor, music

Office Staff Appointments

Laurance T. Clark	Veterans' Counselor
Carl E. Snedeker	Business Manager

Office Staff Appointments (continued)

Jean Dillon	Switchboard operator and stenographer
Marie M. Frazee	Secretary to the Dean of Instruction
Angela Giordano	Senior Clerk-Bookkeeper, Business Office
Wanda Kalinowski	Senior Clerk-Stenographer, Registrar's Office
Gloria Papalia	Senior Clerk-Stenographer " "
Vivian Pareti	Assistant to the Dean of Women, Senior Clerk
Mrs. Eleanor S. Ruprecht	Senior Clerk-Stenographer, Personnel Office
Mrs. Dorothy T. White	Senior Clerk-Stenographer, Registrar's Office

Faculty Withdrawals as of June 30, 1947

Richard Auer	Substitute Assistant instructor, Mathematics
Thomas A. Budne	Instructor, Mathematics
Mrs. Mabel W. Caldwell	Supervisor of Student Teachers
Mrs. Edna N. Dexter	Part-time instructor, physical education
John W. McCain	Assistant professor, English
Arthur E. Morr	Assistant professor, physical education
Helen L. Ogg	Assistant professor, English and speech
Mrs. Gladys G. Pratt	Instructor, physical education for women
George E. Salt	Instructor, English
Mrs. Lempi S. Talvensaari	Instructor, business education

Office Staff Withdrawals

Mrs. Anna M. Bell	Senior Clerk-Bookkeeper
Mr. Laurance T. Clark	Veterans' Counselor
Mrs. Dorothy T. White	Senior Clerk-Stenographer, Registrar's Office

FACULTY 1946-1947

Academic Qualifications of Full-Time Faculty over Five-Year Period

Degree	1942-43	1943-44	1944-45	1945-46	1946-47
Doctor's degree or equivalent preparation	52%	56%	50%	45%	57%
60 semester-hours of graduate study	23%	21%	19%	19%	20%
Master's degree or equivalent preparation	23%	21%	29%	34%	21%
Bachelor's degree	0%	0%	0%	0%	0%
M.D. degree	2%	2%	2%	2%	2%

The above figures are for the regular faculty only, not Veterans Program members.

Distribution of Faculty by Professorial Rank, Full-Time Members Only, as of June 30, 1947

Rank	No. on Regular Budget	% of Regular Budget	No. on Veterans Budget	% of Veterans Budget	% of Combined Budget
Professors	12	19.6%	0	0.0%	16.6%
Assoc. Professors	13	21.3%	0	0.0%	18.0%
Asst. Professors	18	29.5%	0	0.0%	25.0%
Instructors	14	22.9%	10	90.9%	33.3%
Asst. Instructors	4	6.5%	1	9.0%	6.9%
TOTALS	61	99.8%	11	99.9%	99.8%

These figures include Mr. Bye and Mr. Pettegrove, but do not include their substitutes, Dr. Clayton and Dr. McCain.

DATA ON ENROLLMENT

Table I - Enrollment in Freshman, Sophomore, Junior, and Senior Classes by Men and Women for the Five Year Period Beginning February 1, 1943 and Ending February 1, 1947.

	1942-1943	1943-1944	1944-1945	1945-1946	1946-1947
FRESHMEN					
Men	58	23	39	105	243
Women	165	186	190	194	179
Total	223	209	229	299	422
% of Grand Total	38%	37%	35%	35%	34%
SOPHOMORES					
Men	42	18	14	32	137
Women	130	161	176	180	194
Total	172	179	190	212	331
% of Grand Total	30%	32%	29%	24%	27%
JUNIORS					
Men	10	3	4	47	100
Women	35	62	125	164	161
Total	45	65	129	211	261
% of Grand Total	8%	12%	19%	24%	21%
SENIORS					
Men	39	5	9	13	76
Women	103	103	106	126	151
Total	142	108	115	139	227
% of Grand Total	24%	19%	17%	16%	18%
GRAND TOTAL	581	561	663	861	1241

Table II - Enrollment by Counties for the Period from February 1, 1943 to February 1, 1947.

County	1942-1943			1943-1944			1944-1945			1945-1946			1946-1947			County Totals	% of G.T.
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T		
Atlantic	3	1	4	-	2	2	-	3	3	1	6	7	4	6	10	26	.66
Bergen	19	38	57	2	65	67	6	74	80	27	84	111	79	85	164	479	12.26
Burlington	-	2	2	-	2	2	-	2	2	-	3	3	-	3	3	12	.30
Camden	1	5	6	-	5	5	-	4	4	2	4	6	9	6	15	36	.92
Cape May	1	1	2	-	1	1	-	-	-	-	-	-	2	2	4	7	.17
Cumberland	-	5	5	-	6	6	-	8	8	1	7	8	2	11	13	40	1.02
Essex	69	176	245	25	197	222	26	229	255	92	245	337	217	241	458	1517	38.82
Gloucester	-	2	2	-	2	2	-	-	-	1	1	2	1	1	2	8	.20
Hudson	14	48	62	8	51	59	15	59	74	19	70	89	57	80	137	421	10.77
Hunterdon	-	-	-	-	-	-	-	1	1	-	1	1	1	1	2	4	.10
Mercer	-	1	1	-	1	1	-	1	1	-	3	3	-	2	2	8	.20
Middlesex	2	6	8	-	7	7	-	6	6	2	7	9	11	14	25	55	1.40
Monmouth	5	11	16.	1	10	11	1	12	13	1	18	19	5	23	28	87	2.22
Morris	4	13	17	1	9	10	1	11	12	3	22	25	14	32	46	110	2.81
Ocean	-	4	4	-	5	5	-	2	2	-	2	2	-	6	6	19	.49
Passaic	20	70	90	11	97	108	15	122	137	39	125	164	98	114	212	711	18.19
Salem	-	1	1	-	1	1	-	1	1	-	-	-	1	-	1	4	.10
Somerset	5	6	11	-	3	3	-	7	7	1	9	10	3	12	15	46	1.17
Sussex	-	4	4	-	6	6	-	8	8	1	10	11	6	6	12	41	1.04
Union	6	35	41	1	40	41	2	41	43	5	41	46	31	42	73	244	6.24
Warren	-	3	3	-	2	2	-	4	4	-	5	5	2	6	8	22	.56
Out-of-State	-	-	-	-	-	-	-	2	2	2	1	3	4	1	5	10	.26
TOTALS	149	432	581	49	512	561	66	597	663	197	664	861	547	694	1241	3907	99.90
% decrease or increase			-10%			-4%			18.2%			29.9%			44.1%		

Table III - Number of Freshmen Admitted over Five Year Period

Year	Men	Women	Total
1942-1943	68 (Jan. - 14 May & Sept. - 54)	177 (Jan. - 27 May & Sept. 150)	245
1943-1944	33 (Jan. - 5 May & Sept. - 28)	211 (Jan. - 39 May & Sept. - 172)	244
1944-1945	39 (Jan. - 11 May & Sept. 28)	224 (Jan. - 27 May & Sept. - 197)	263
1945-1946	110 (Jan. - 70 May & Sept. 40)	226 (Jan. - 15 May & Sept. - 211)	336
1946-1947	270 (Jan. - 67 June & Sept. 203)	183 (Jan. - 16 June & Sept. - 167	453

Table IV - Students Admitted on Advanced Standing over Five Year Period

Year	Seniors	Juniors	Sophomores	Freshmen	Total
1942-1943	-	18	13	3	34
1943-1944	4	34	12	2	52
1944-1945	1	10	17	-	28
1945-1946	15	60	55	-	130 (includes 43 former WSTC students returned from war)
1946-1947	13	27	67	6	113 (includes 18 former WSTC students)
TOTAL	33	149	164	11	357

Table V - Withdrawals and Causes for Withdrawals over Five Year Period

Cause	1942-43		1943-44		1944-45		1945-46		1946-47		TOTAL		TOTAL
	M	W	M	W	M	W	M	W	M	W	M	W	
Financial	-	3	-	4	1	9	2	1	9	5	12	22	34
Health	1	3	1	5	-	3	2	4	5	2	9	17	26
Not Given	4	5	2	-	2	5	-	1	-	-	8	11	19
Transfer other Schl.	-	7	2	16	1	9	-	3	9	6	12	41	53
Married	-	2	-	1	-	5	-	-	-	4	-	12	12
Family Reasons	-	1	-	7	-	7	1	3	-	-	1	18	19
Dropped	2	1	1	2	1	4	2	2	1	9	7	18	25
Not Interested in Teaching	-	1	1	8	-	7	2	11	3	18	6	45	51
Moved from State	-	-	2	3	-	-	-	1	-	-	2	4	6
U. S. Mil. Service	90	1	24	4	15	3	11	-	1	-	141	8	149
Homesick	1	-	-	1	-	-	-	-	-	-	1	1	2
Employment	8	5	8	7	-	-	3	1	-	-	19	13	32
Total by M & W	106	29	41	58	20	52	23	27	22	44	218	210	428
GRAND TOTAL	135		99		72		50		72				

Table VI - Student Enrollment by Majors

	1942-43	1943-44	1944-45	1945-46	1946-47
Business Education	82	55	47	109	209
English	142	154	188	1[illegible]7	214
Languages	72	75	86	112	129
Mathematics	84	95	110	126	185
Science	66	53	66	89	156
Social Studies	135	129	162	215	307
Music	--	--	4	23	41
TOTALS	581	561	663	861	1241

Table VII - Percentage of Total Number of Students Enrolled in Each Major Each Year

YEAR	1942-43	1943-44	1944-45	1945-46	1946-47
TOTALS	581	561	663	861	1241
	% of Tot.	% of Tot.	% of Tot.	% of Tot.	% of Tot.
Business Education	14%	10%	7%	12%	17%
English	25%	28%	28%	22%	17%
Languages	12%	13%	13%	13%	10%
Mathematics	14%	17%	16%	14%	15%
Science	11%	9%	10%	10%	13%
Social Studies	24%	23%	24%	25%	25%
Music	--	--	.6%	3%	3%

Table VIII - Analysis of Enrollment by Curricula for the Year 1946-1947

DEPARTMENT	YEAR IN COLLEGE					TOTAL	SEX	
	Interm.	Fresh.	1st	2nd	3rd	4th		M	W
Business Education	27	63	60	39	20	209	140	69
English	8	51	59	56	40	214	52	162
Languages	4	45	29	25	26	129	18	111
Mathematics	13	50	58	34	30	185	77	108
Science	14	36	35	33	38	156	87	69
Social Studies	15	76	73	70	73	307	154	153
Music	4	16	17	4	-	41	27	14
Totals	85	337	331	261	227	1241	555	686

- -

Table IX - Enrollment for A.M. Degree and Number of Degrees Granted over Five Year Period

YEAR	NUMBER OF MATRICULANTS	NUMBER RECEIVING A.M. DEGREE
1942-1943	374	32
1943-1944	369	21
1944-1945	357	25
1945-1946	444	67
1946-1947	533	90

- -

Table X - Classification of Candidates for the Master's Degree by Majors

Department	March 1, 1947
Integration	
Administration and Supervision	156
Personnel and Guidance	79
English	86
Language	7
Mathematics	49
Science	35
Social Studies	121
TOTAL	533

Table XI - Distribution of Graduates Including June and August Graduations

For Secondary Teachers		Not Previously Eligible for Certification		Previously Eligible for Certification		Totals	
Major	Degree	Men	Women	Men	Women	Men	Women
Administration & Supervision	A.M.	--	--	33	3	33	3
Business Education	A.B.	7	7	--	1	7	8
English	A.B.	2	37	--	--	2	37
	A.M.	1	--	7	5	8	5
Foreign Languages	A.B.	3	18	--	--	3	18
	A.M.	--	--	1	--	1	--
Mathematics	A.B.	5	24	1	--	6	24
	A.M.	--	--	3	1	3	1
Science	A.B.	13	13	--	--	13	13
	A.M.	--	--	7	--	7	--
Social Studies	A.B.	19	41	1	2	20	43
	A.M.	5	--	5	10	10	10
Personnel & Guidance	A.M.	--	--	1	8	1	8
TOTALS		55	140	59	30	114	170
Graduate Curricula						63	27

Table XII - Part-Time, Extension, and Summer Session

Part-Time and Extension Statistics

Year	No. of Courses Offered	No. of Courses Given	Total No. Students	Total Number Registrations	Average No. Courses Taken Per Student	Average Number Registrations Per Course
1940 Fall	57	45	523	770	1.5	17.0
1941 Spring	50	46	517	764	1.5	16.6
1941 Fall	47	43	532	788	1.5	18.2
1942 Spring	52	33	349	447	1.3	13.5
1942 Fall	35	23	311	453	1.4	19.9
1943 Spring	39	25	369	457	1.2	18.2
1943 Fall	30	20	214	320	1.5	16.0
1944 Spring	27	25	225	309	1.4	12.3
1944 Fall	32	25	220	318	1.4	12.7
1945 Spring	36	29	254	375	1.4	12.9
1945 Fall	34	26	305	525	1.7	20.1
1946 Spring	37	29	386	760	1.9	26.2
1946 Fall	41	32	409	749	1.8	23.4
1947 Spring	36	30	424	685	1.6	22.8

Summer Session Statistics

Summer of						
1941	98	73	442	983	2.2	13.3
1942	103	84	248	655	2.6	7.7
1943	95	78	182	470	2.6	6.0
1944	82	60	239	478	2.0	7.9
1945	64	59	207	488	2.3	8.2
1946	78	77	444	1180	2.6	15.3
1947	65	56	430	1063	2.4	19.

Table [illegible] — [illegible], [illegible], and [illegible] [illegible]

[illegible]

Year	No. of [illegible] [illegible]	No. of [illegible] [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1940						
Fall	37	48	117	775	1.0	[illegible]
1941						
Spring	30	16	117	754	1.0	1[illegible]
1941						
Fall	47	41	117	758	1.0	1[illegible]
1942						
Spring	37	31	319	447	1.1	1[illegible]
1942						
Fall	31	31	311	457	1.1	[illegible]
1943						
Spring	37	15	399	457	1.1	[illegible]
1943						
Fall	37	30	734	320	1.7	[illegible]
1944						
Spring	37	37	1[illegible]	379	1.1	[illegible]
1944						
Fall	31	13	[illegible]	318	1.4	1[illegible]
1945						
Spring	31	17	334	377	1.1	[illegible]
1945						
Fall	34	31	73[illegible]	3[illegible]	1.7	[illegible]
1946						
Spring	37	37	394	390	1.1	[illegible]
1946						
Fall	41	31	4[illegible]	3[illegible]	1.1	1[illegible]
1947						
Spring	31	37	[illegible]	341	1.4	[illegible]

Table [illegible] (Continued)

Year	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1941	31	[illegible]	3[illegible]	[illegible]	[illegible]
1941	3[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1942	31	[illegible]	[illegible]	[illegible]	[illegible]
1942	[illegible]	31	[illegible]	[illegible]	[illegible]
1943	31	31	[illegible]	[illegible]	[illegible]
1943	31	[illegible]	[illegible]	[illegible]	[illegible]
1944	[illegible]	37	[illegible]	[illegible]	[illegible]
1944	31	31	[illegible]	[illegible]	[illegible]
1945	31	31	[illegible]	[illegible]	[illegible]
1945	31	31	[illegible]	[illegible]	[illegible]
1946	31	31	[illegible]	[illegible]	[illegible]
1946	31	31	[illegible]	[illegible]	[illegible]
1947	31	31	[illegible]	[illegible]	[illegible]

Table XIII - Summary of Enrollment Data

Instructional Division	1942-43	1943-44	1944-45	1945-46	1946-47
Regular Undergraduate	581	561	663	861	1241
Regular Full-Time Graduate	---	---	---	2	27
Summer Session	182	239	207	444	430
Part-Time and Extension	680	439	474	691	833
College High School	164	175	171	170	170
Totals	1607	1414	1515	2168	2701

The above figures include duplicates

The total enrollment of the State Normal School from 1908 to 1930 was approximately as follows:

Graduates	3,921
Withdrawals	1,028
Total	4,949

Graduates and withdrawals from the State Teachers College from September, 1930, to June 30, 1947 were as follows:

Graduates with A.B. degrees	2940
Graduates with A.M. degrees	643
Withdrawals	1108
Total	4691

Respectfully submitted,

H. A. Sprague
President

ANNUAL REPORT OF THE DEAN OF INSTRUCTION, 1946-1947

I Trends and Developments

The Students and Extracurricular Programs

With the increased student enrollment an expanded intramural program has been worked out under the supervision of Mr. De Rosa and Miss Duke. Tennis, track, touch football, soft ball, horseshoes, archery, basketball, etc. comprise the competitive events.

For the first time since before the war a mixed chorus of sixty-five students has been organized. This organization gave several programs in secondary schools.

The band under the direction of Mr. Moore, and the orchestra under the direction of Mr. Kahn have done excellent work.

A musical workshop group under the direction of Dr. McEachern has been very active and serviceable on the campus.

Counseling Program

This program has been reorganized with the Dean as director and with the heads of the various major departments as assistants. Volunteer faculty members are assigned about twenty-five students each from the department which they represent. Then the faculty members are held responsible for checking on the record of the student and advising with him.

Dean's Counseling

Periodically the Dean checks with the faculty members as to the progress of students, then counsels those in need, and informs the parents of the condition. Students are always warned and their parents notified sufficiently in advance to remedy a condition before drastic steps are taken. Our philosophy is to save a student if he will respond, but if after

I. Trends and Developments

The Schools and Administrative Changes

With the increased interest accompanying the recent economic depression has been focused the spotlight on the administration of the public school system. Trends, therefore, have been developed, with varying degrees of [illegible], [illegible], etc. covering the administrative structure.

For the first time some study has been made of school costs at institutions which students have attended. [illegible] the [illegible] is economically [illegible].

The same case has developed [illegible] the [illegible] under the direction of [illegible] have been [illegible].

A national movement [illegible] the [illegible] has been very active and [illegible] in the report.

Supervision Problems

This problem has been investigated [illegible] with the [illegible] with the [illegible] of the [illegible] supervisors at institutions. [illegible] faculty members are assigned [illegible] supervisors [illegible] department which [illegible]. Thus the faculty member has [illegible] responsible [illegible] in the [illegible] of the [illegible].

Teacher's Responsibility

Traditionally the teacher [illegible] the [illegible] of the [illegible] of students. [illegible] is [illegible] [illegible] of the [illegible]. [illegible] are [illegible] [illegible] sufficiently [illegible] [illegible] taken. The [illegible] is [illegible] [illegible] [illegible] [illegible]

warning he shows no sign of improvement, he is not expected to continue.

College Program

The college instructional program is being continuously studied and revised.

Health and Physical Education

Much emphasis is being placed on health and physical education here, but the handicap in the lack of physical equipment is tremendous. However, through a high degree of cooperation a splendid program in intramural sports as well as varsity athletics is carried on. The class work in health education is on rather a high plane.

Graduate Students

There were 557 graduate students matriculated in 1946-1947. Fifty-one of those were graduated in June, and forty-six are expected to be graduated in August. The enrollment figures show an increase of forty-six graduate students over the 511 matriculated for 1945-1946.

The Accelerated Program

A term of nine weeks is in operation this summer. This enables a student to take nine semester hours of work toward graduation. This program appears necessary as long as there are service men who are anxious to be graduated as soon as possible.

Summer School

The total enrollment for the summer school for 1947 is 440 in the undergraduate division and 429 in the extension and graduate division.

Assembly Programs

Because of the lack of an auditorium programs have been greatly curtailed. However, there have been some excellent lectures and musical programs given during the past year. No pictures or illustrated lectures

manual be given an idea of deployment, or if not, contact to position.

Voice Prompts

The voice instructions system is being continually tested and revised.

Health and Training Exercise

Much emphasis is being placed on health and physical conditioning, but the healthy is not just of physical equipment it remembers. Training through a high degree of competition - physical program is necessary cycle as well as virtually available is arrived at. The state home is health situation is not rather a high trend.

Training Programs

There were 527 graduates completely activated in 1983-1987. Fifty-one of those were promoted in 1984, and forty-six are expected to be promoted in August. The additional figures show an increase of forty-six graduate students over the 527 mentioned for 1983-1986.

The Automated Program

A demo of this model is in operation this summer. Call for let a student to have this demo/for some/ or work toward prototype. The program appears promising if that is there are service and the system is be expanded as soon is possible.

Summer School

The final activities for the summer school for 1987 is APT is the administrative duties and fun in the mountains and provide activities.

Academic Programs

Because of the lack of an activities director this year programs curtailed. However, there have been some promising lectures and activities offered during the year year. An picture of individual lectures

may be used because there is no place for a large group of people to observe such activities.

College Bulletins

Both the graduate and undergraduate bulletins were published for 1946-1948, as well as summer and extension bulletins. There was quite a revision of both Bulletins.

II Clinical Work

Composition

At the beginning of the semester efforts were made through tests to determine those who were capable of doing advanced composition work so there would not be duplication of effort.

Those who did not fail but who were not up to the standard at the conclusion of the courses in composition were given incomplete grades and held for clinical work during the next semester.

Reading

The testing program for freshmen has been continued, and when they do not show aptitudes to a determined level they are given clinical assistance by Dr. Sperle.

Speech

Tests are administered to sophomores at the beginning and at the conclusion of their course in required speech. Those who are not up to the standard as set by three speech instructors who sit in a committee to judge each pupil as he speaks, are given clinical assistance during the ensuing semester, and for as long thereafter as is thought necessary.

Enrollment Data

The Registrar's Report shows the complete enrollment data.

may be made because there is not place for a large group of people to observe such activities.

Outdoor Activities

Both the produce and manufacturing activities were continued for 1948-1949, in spite of bleak and miserable conditions. There was little revision of their activities.

II. Cultural Life

Observation

At the beginning of the semester efforts were made to direct both to determine these and some opposite of doing activities which in fact would not be duplication of efforts.

These were old and new well and some were not by the students in the conversation of the courses in conversation were lived immediately which and help the students work during the work semester.

Lectures

The training program for trainees has been continued, and them may to our some activities in a substantial level from the first district assistance by Dr. Spaeth.

Speech

Tests are administered to students at the beginning and in the conditions of their course in trained speech. Those who are not to be students are and by those speech instructors and in a condition to take such people in the speech, are given related exercises during the semester, and by a judge therefore in it should necessary.

Recreational Life

The beginners begins some the complete recreational life.

III Staff and Staff Changes

Mr. Pettegrove is still on leave of absence.

The following staff members have resigned: Mr. Auer, Mr. Budne, Mrs. Caldwell, Mrs. Dexter, Mr. Glass, Dr. McCain, Dr. Messick, Mr. Morr, Dr. Ogg, Mrs. Pratt, Mr. Salt, Dr. Scheinin, and Mrs. Talvensaari.

The following new staff members were employed during the year 1946-1947: Mr. Bloore, Mr. Braem, Mrs. Caldwell, Mrs. Champney, Dr. Clayton, Mr. Coder, Mrs. Dexter, Mr. Fincher, Mrs. Gifford, Mr. Glass, Dr. Golden, Miss Kuhnen, Mr. Massinger, Dr. McCain, Mr. Mentus, Dr. Moffatt, Mr. Moore, Mrs. Moore, Mr. Morehead, Mrs. Oelen, Miss Peloro, Dr. Ritter, Mrs. Ross, Mrs. Salt, Dr. Scheinin, Miss Stewart, Mrs. Talvensaari, Mr. Wasasier, and Mr. Werle.

IV Committee Assignments

College

Chairman of Committee on Committees, of Assembly Program Committee, of the Graduate Work Committee, and served on the Committee on Advisement of Students Entering or Released from Military Service, the Extension, Summer Session, and Part-Time Committee, and the Scholarship Committee.

V Recommendations

I recommend that continued study be made of curricular requirements in the various departments with a view to lessening the required hours in the English, science, and social studies departments.

English--Social Studies

Composition and Speech be given in the freshman year so that the student may have use of his tool subjects as soon as possible.

The sophomore survey courses in social studies be given in the freshman year because of the educational principle that learning begins with the known.

III. Staff and Staff Changes

Mr. Hathaway is still on leave of absence.

The following staff members have resigned: Mr. Lee, Mr. [illegible], Mrs. Caldwell, Mrs. Deaton, Mr. Cohen, Mr. Boykin, Mr. Mahlie, Mr. [illegible], Mr. Day, Mrs. Tracy, Mr. Cole, Mr. [illegible], and Mrs. Thompson.

The following new staff members were employed during the year 1961-1962: Mr. Rogers, Mr. Brown, Mrs. [illegible], Mrs. [illegible], Mr. [illegible], Mr. Cooper, Mrs. Lanier, Mr. Flanner, Mrs. Gilford, Mr. Clark, Mr. [illegible], and [illegible], Mr. [illegible], Mr. [illegible], Mr. [illegible], Mr. [illegible], Mrs. [illegible], Mr. Burrows, Mr. Sherrod, Mrs. [illegible], Mrs. Tyler, Mr. Miller, Mrs. [illegible], Mrs. [illegible], Mr. [illegible], Mrs. [illegible], Mrs. [illegible], Mrs. [illegible], Mr. [illegible], Mr. Tomlinson, and Mrs. [illegible].

IV. Conditions Improvements

Buildings

Buildings in Condition or Conditions, or needing Improve Conditions, of the following Work Conditions, are listed on the Conditions as [illegible] [illegible] Activity Activity or Improved Fire Alarm Systems, the Foundation, Sewer Repairs, and Fire-Exit Conditions, and the Electrical Conditions.

V. Recommendations

I recommend that students step in a wave of non-senior research in the various departments with a view to lessening the required work in the English, Science, and Social Studies departments.

Public-School Course

Development and growth is seen in the Freshman Year - this the student may have use of the book [illegible] [illegible] Position.

The Sophomore Course is still [illegible] in line to the Freshman Year because of the educational philosophy that [illegible] with the course.

The World Literature course and the Civilization and Citizenship course should be correlated and given in the sophomore year. Music appreciation, art, and the Earth Sciences should to a great extent be integrated with World Literature and Civilization and Citizenship, whether given on the freshman or the sophomore level.

Background Courses

Business Education

For majors in the department it would probably be more beneficial if a course in the Chemistry of Consumer Education could be offered in lieu of Science 100A or Science 100B.

Integration

All methods courses should be correlated with the Integration Department and be taught by the respective department personnel in cooperation with the Integration Department. These courses should be held five hours weekly for a semester.

Science

Majors in this subject should not be required to take a science survey course because of the duplication in advanced courses.

Social Studies

The courses in Social Studies 200A, 200B, and 200C should be waived for social studies majors because of the duplication of materials in advanced courses.

Junior High School

A study should be made of the possibility for emphasizing training and practice teaching on the junior high school level.

Practice Teaching

The program should be worked out so as to require at least six weeks of student teaching in the junior year. Ten weeks should still be required in the senior year.

The World Literature course and the Civilization and Citizenship course should be correlated and given in the sophomore year. Social Organization, art, and the Earth Sciences should be a great asset in integrating with World Literature and Civilization and Citizenship, whether given as the freshman or the sophomore level.

Background Courses

Business Education

For majors in the department it would probably be more essential if a course in the Chemistry of Consumer Education could be offered in lieu of Science 1004 or Science 1002.

Industrial Education

All methods courses should be correlated with the Industrial Department and be taught by the respective departmental personnel in cooperation with the Industrial Department. These courses should be held five hours weekly for a semester.

Science

Majors in this subject should not be required to take a advance survey course because of the duplication in advanced courses.

Social Studies

The courses in Social Studies 2004, 3004, and 4004 should be waived for social studies majors because of the duplication of material in advanced courses.

Junior High School

A study should be made of the possibility for supervisory training and practice teaching on the junior high school level.

Practice Teaching

The program cannot be extended out so as to require at least six weeks of student teaching in the junior year. Two weeks should still be required in the senior year.

Students should seldom be allowed to teach in their own home school. There are many arguments to sustain this thesis.

It would be well to consider having a convocation of last year's graduates about November of the first year on the job to see how they are progressing, what problems they need help in, and what they have to advise that would help in the total college program. Seniors should benefit from attending such a meeting also.

It would be well to send out a questionnaire about January of the first year of a beginning teacher's work to see how she is doing and how she may be helped.

VI Personal Activities

The Dean has spoken at many schools, including parent-teacher programs and career days. He also has spoken to other groups, such as the Essex County Bankers' Institute and the Monmouth County Division of the American Institute of Banking. He addressed the New York University School of Education faculty, and the annual assembly of the Rutgers University Phi Delta Kappa fraternity in the spring. He was also chairman of the committee of the New York University Alumni Association for the celebration of its 25th anniversary.

He attended educational conferences in New York, Atlantic City, and other places in New Jersey.

He is chairman of the Veterans Service Committee of Montclair, President of the New York University Alumni Association of the School of Education, member of the national board of stewards of the Congregational Christian Churches of America, member of the standing committee of the Union Congregational Church, member of the board of directors of the Montclair South Side Association, New Jersey representative of the teachers colleges to the Eastern States Conference of Teachers Colleges, a member of the New Jersey Council of Education, and Dean of the Community School of Religion.

students should another be allowed to travel on their own commission. There are many difficulties in carrying this through.

It would be well to consider setting a commission of some people problems about students on the lines that we can get an idea of programmes, and problems that come out in. We also that they have to which have in the total college program. Students should usually from attending such a meeting.

It would be well to send out a questionnaire some time in the first year of a sociology teacher's work to see how she is doing and what she may be helping.

VI Personal activities

The Dean also spoke of her activities, including conferences in Ottawa and Calgary this. He also had spoken in other places, including the Alberta Teachers' Institute and the Research Group Seminar of the Institute of Education. He addressed the Lethbridge School Division twice, and the Annual Assembly of the Junior Institute. She also spoke informally in the Lethbridge Community College and the Lethbridge Junior College. Between July thirteen and the end of the year, she attended educational conferences in the U.S., Atlantic City, and other places in the United.

She is chairman of the Executive of the Association of University Teachers of the New York University School Association of Education, member of the national board of directors of the Canadian Universities Foundation of Service, member of the Planning committee of the Dalhousie Conversational Group, member of the board of directors of the Dominion Film Commission, the Jewish representative of the Canadian Welfare to the Lethbridge Welfare Committee on Immigrant Children, member of the Jewish Council of Edmonton, and head of the Community Council of religious.

Specific activities of the Dean's Office and the advised revision of the work for the Dean's Office are attached hereto. Also attached are recommendations for the duties of the Registrar, the Personnel Office, and the Heads of Departments.

This report terminates my activities as Dean of the Montclair State Teachers College. The three years I have been here have been the most pleasurable of my professional career. This has been made possible through the confidence posed in me by the President of the College together with his absolute cooperation, and by the cooperative attitude on the part of the State Department, the faculty, the student body, and the high type secretaries who have worked with me. Leaving is a great source of regret, however, it appears that there is an opportunity for promotion in accepting the Presidency of East Carolina Teachers College. I trust that I am making the correct decision, but only time will tell.

Respectfully submitted,

J. D. Messick

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Dean of Instruction

JDM:mmf

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and the Heads of Departments.

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institutions who have worked with me. Leaving is a great income of regret.
However, it appears that there is an opportunity for promotion in accepting
the presidency of Bank Counties Teachers College. I hope that I am making
the correct decision, for only time will tell.

Respectfully submitted,

J. D. Bellile
Dean of Instruction

JDB:mcl

PRESENT DUTIES AND RESPONSIBILITIES OF THE DEAN OF INSTRUCTION

I Supervision of the Faculty
1. Observing
2. Discussing
3. Advising
4. Planning

II The Program
1. Supervision of planning of program
   A. Assignments to heads of departments
   B. Return from heads
   C. Check teacher loads, course numbers.
2. Pre-registration
   A. Preparation--distribution of listing of offerings to advisers, etc.
   B. Assigning students and advisers to rooms, etc. to make out programs.
   C. Return from advisers
   D. Check over cards for errors and make tabulation by subjects, etc. to find numbers in various courses.
   E. Call students in to make corrections on their course cards.
3. Recheck on program in the light of the tabulation made from pre-registration.
4. Return program to heads of departments for revision.
5. Again check program for revision and check teacher loads.
6. Advise the President what personnel is necessary to carry on the class instructional program.
7. After the final revision is made, turn over the material to the Registrar for scheduling.

III Supervision of Delinquency Students
1. Each semester the secretary checks the permanent record cards for students whose weighted scores are below graduation standards. Then submits the list to the Dean.
2. The Dean sends letters to the students and to the parents informing them of the status of the students and invites delinquent students in for conferences.
3. Sends out for the current delinquency list at the mid-term to the teachers.
4. Mid-term Dean's delinquency list is then compiled at the mid-semester. All students are informed, and parents also in the bad cases. All teachers are provided with copies of the Dean's delinquency list.
5. At the end of each semester the Dean's Office checks on the students with low weighted scores to see whether or not they will be permitted to remain in school. As time is short at the end of the fall semester, the Dean's Office checks personally with the teachers in order to make necessary eliminations before the actual start of the spring semester. During the summer a more complete check is made, and more people are eliminated.

IV Curriculum and Courses of Study

1. The Dean has sent out a request to the heads of all the departments to have made complete outlines of all the courses in their departments. This should be completed during the forthcoming school year, or soon thereafter.
2. The Dean acts as the clearing agent for all proposed changes in the curriculum. The heads of the departments consult with the Dean whenever the reorganization of the courses in their departments is proposed. All new courses must be cleared through the Dean's Office and also the elimination of all old courses, and the change in the numbering of any course should be cleared through the Registrar's Office.
3. As a result of this, the job of preparing the catalog every two years falls on the Dean's O fice. The catalog should be published annually. The preparation of both the graduate and undergraduate catalogs rests in the Dean's Office. The Dean also checks on the preparation of the summer school bulletin and on the part-time and extension bulletin. He is responsible for seeing that the courses are properly balanced and assembled.

V Change of Major

All changes of majors by the students must be cleared through the Dean after they have been approved by the respective heads of departments concerned.

VI Permission to Carry Extra Work

All requests to carry extra work must be made to the Dean, and all permission must come from him.

VII Permission of Undergraduates to Carry Graduate Work, Etc.

All irregularities in the students' programs such as carrying work in the part-time division, etc. must be cleared through the Dean, and permission to do so must be obtained. (Not more than one graduate course is permitted to apply to an undergraduate degree.) Students who are in their last semester and who have room for graduate courses to apply on their graduate degrees, are permitted to take such courses.

VIII Regulating the Size of Classes

Much is done on the pre-registration to balance the size of classes, and at the beginning of each semester the Dean's Office checks with the heads of the departments who in turn check with the teachers on the enrollments in the classes. Then any unwieldy classes are reorganized by the Dean, and necessary shifts are made. Usually three reports on the enrollments are made by the teachers to the Dean.

IX Counseling, The Advisory Program

1. The Dean acts as the head of the advisory system as newly reorganized this year, and the heads of the departments serve as assistants. The Dean's Office has made lists of all students in each department which have been turned over to the heads of the various departments. The heads have then assigned the students in their departments to various members of their departments who have expressed a willingness to serve, and to others in a few instances as advisees. This is definitely linked with

the planning of the program because the advisers help the students to plan their programs for the coming semester. Each adviser is given photostats of the records of his advisees.

2. The Dean acts in an advisory capacity to students who have scholastic difficulties.

X Committee Work

The Dean serves on committees, acts as the clearing agent for all the faculty committees on campus, and keeps committees up-to-date, etc.

XI Assemblies

The Dean is Chairman of the Assembly Committee and as such has charge of all the preparation for assemblies such as contacting the speaker, preparing the voucher for him, securing a place for the assembly to be held, circularizing the faculty as to the nature of the program, dismissing the classes, securing amplification if necessary, etc.

XII Circularizing the Faculty

The Dean's Office is in charge of sending out almost all the notices to the faculty as to coming events such as choir trips, field trips, athletic events, closing of the semester, registration, assemblies, radio programs, etc.

XIII Field Trips

All field trips taken during school hours clear through Mr. Eye's Office, but also must have the Dean's approval. This includes choir trips. Excuses for athletics during class hours come through the Dean's Office.

XIV The Graduate Division

The Dean is in charge of graduate work. All graduate students wishing to matriculate for the A. M. degree here must have a conference with the Dean and with the head of the department in which they wish to major. The Dean's Office is responsible for filling out the forms necessary to the matriculation, such as copying the work program after the head of the department has advised on it with the student, keeping the record of the graduate statistics up-to-date, and serving on the committee which passes on the students' transcripts, etc. Much counseling is done with graduate students.

XV Theses

All graduate students who wish to write theses must register with the Dean to do so. Then the Dean advises them as to a sponsor, etc., and is responsible for seeing the three copies in completed form, which are then filed with the Librarian.

XVI Advanced Standing

All students applying for admission on advanced standing must have an interview with the Dean, the Registrar, and the head of the department in which they wish to major. Then the decision is made as to his acceptance or rejection.

XVII Mimeographing

1. All mimeographing done in the college passes through the Dean's Office. All stencils (during the regular year they average 15 a day) are brought to the Dean's Office. They are collected there, and at various intervals, two student assistants call for them and take them to the mimeographing room to be run off. After this is done, all tests are brought back to the Dean's Office to await being called for, and other materials are delivered if possible. Often it is a matter of time before they are picked up, and thus the matter of space to keep them becomes a pressing problem.
2. When the student assistants neglect to come for a day because of homework, tests, or other activities, the mimeographing schedule becomes disrupted and disorganized. It has happened very often that the Dean's secretary has had to run stencils off because the members of the faculty in some instances have presented stencils on very short notice. Very definitely, she does not have time.
3. Another problem involved here is the matter of cutting stencils. Quite a few of the teachers do not have clerical help to cut stencils, and thus they attempt to have this work done by the Dean's secretary.
4. All stencils are cleaned by the student assistants and then are returned to the teachers by the Dean's secretary.

XVIII Attendance Reports

Every two weeks the Dean's Office makes a report to the Business Office on the attendance of faculty members both on the regular account and on the veterans account.

XIX The Directory

The Dean's Office is responsible for keeping a directory of addresses and telephone numbers of all faculty and staff members. A new directory is published in the fall, in the spring, and at the beginning of summer school.

XX The S. G. A.

The Dean acts as adviser to the S. G. A. and attends its meetings. He is also expected to serve frequently as a chaperon at student parties.

XXI The Yearbook

The Dean acts as adviser to the yearbook staff, and many of its details are cleared through his office.

XXII The Honor List

Each semester the Dean's Office checks the permanent record cards for students whose averages for the previous semester were 3.5 or better. A list of such people is then published.

XXIII Interviewing Candidates for New Positions

Although the main part of the work in choosing new faculty members is done in the President's Office, the Dean does much of the preliminary sorting and contacting of applicants for teaching positions at the college. He contacts various placement bureaus, etc. for leads, credentials, etc. and then contacts individuals for appointments for interviews. He helps to outline their work to them and to plan their programs.

XXIV Radio Programs

The Dean has acted as the clearing agent for the series of radio programs put on by the college last fall over station WPAT. The Dean's Office has circularized the information and made the arrangements for the students to hear the broadcasts.

XXV Books

The Dean has acted for the book store in requesting requisitions to be put in by the heads of the departments for books for the ensuing semester, etc.

XXVI Teaching Duties

The Dean aids with Integration 100 and in giving the speech tests to the sophomore class. He also teaches one part-time course each semester.

XXVII Educational Research

From time to time the Dean's office makes various educational surveys such as: the need for German and Russian in the high school, the procedure on granting advanced credits in other colleges, etc., and fills out numerous reports for various individuals and agencies.

XXVIII Entertaining of Visitors

The Dean often supplies visitors with information about the college and arranges for them to visit classes, etc.

XXIX Summer School

The Dean advises with the heads of the departments regarding offerings for summer school and extension work. Then he compiles and arranges the courses for scheduling purposes. He advises the President as to what personnel is necessary in carrying on the instructional program.

XIII. Audio Equipment

[illegible]

XIV. Books

[illegible]

XVI. Teaching Tools

[illegible]

XVII. Educational Journals

[illegible]

XVIII. Conferences or Workshops

[illegible]

XIX. Summer Travel

[illegible]

ADVISED REORGANIZATION OF THE OFFICE OF THE DEAN OF INSTRUCTION

The Dean of Instruction should have general oversight of all phases of the college program in the absence of the President of the College. He should preside at faculty meetings when the President is absent and be the general assistant to the President.

Supervise and coordinate the instructional program.

Inspect syllabi of courses.

Conduct the preliminary registration for the summer school and fall semester.

Advise with the heads of the various subject matter departments as to the needs and number of divisions necessary for each subject. Then when all subjects and divisions, with the assigned faculty members, have been determined, the material should be given to the Registrar who should make the program.

Direct the summer school.

Attend all student mass meetings, student council meetings, and meetings of the students when called for special sessions to consider anything that affects college policy.

Serve as chairman of the assembly committee.

Pass on the absence of faculty members from classes.

In collaboration with the President assign new classrooms and office space.

Circularize the faculty with the college calendar and schedule of examinations. A system should be worked out whereby not more than two terminal tests may be given on the same day to a class.

Serve on the committee for entering freshmen.

Review service record of veterans after the Veterans Counselor has evaluated the record. Serve on the policies committee as to the transcript of transfer students and inspect any transcript that is of a doubtful nature.

Act as Chairman of the Graduate Division, inform applicants of the committee's action on their applications, and serve as coordinator in thesis writing. Graduate students should submit transcripts which should be passed or rejected by the Graduate Division Committee before matriculation is completed.

Issue honor rolls of high scholarship students.

Assist the President in locating and selecting new faculty members.

[illegible] RESPONSIBILITIES OF THE COLLEGE BY THE USE OF INSTRUCTIONS

The Board of Instruction should give general direction of the policies of the college program in the absence of the President of the College. He should provide all faculty meetings when the President is absent and be the general [illegible] in the President.

Supervise and coordinate the instructional program.

Interest [illegible] of students.

Conduct the preliminary negotiations for the summer school [illegible] fall semester.

Confer with the heads of the various subject matter departments as to the needs and course of instruction necessary for each subject. Plan when all subjects and divisions. Get the assigned faculty members, give them orientation, and material should be given to the registrar and [illegible] the program.

Direct the summer school.

Attend all student body meetings, student council meetings, and meetings of the students when called for special meetings to consider [illegible] that affects college policy.

Serve as chairman of the assembly committee.

Act as the advisor of faculty members [illegible].

In collaboration with the President [illegible] and [illegible] space.

Circulates the faculty with the college calendar, and [illegible] of examinations. A copies should be posted for faculty [illegible] from the [illegible] level may be given on the same day in a class.

Serve on the committee for [illegible].

Takes service report of [illegible] the [illegible] committee for evaluated the report. Serve on the [illegible] committee or to the [illegible] of [illegible] and [illegible] and [illegible] that [illegible] action.

Act as Chairman of the [illegible] District. Give [illegible] if the committee's action on their [illegible] and serve as [illegible] for [illegible] meeting. Graduate students should [illegible] should be [illegible] or [illegible] by the graduate division [illegible] before [illegible].

Issue [illegible] cards of high [illegible].

Assist the President in [illegible] and [illegible] meetings.

Serve as director of the entertainment committee for visitors who wish to observe classroom instruction.

Initiate, and in some instances carry out research problems and review materials affecting curricular problems and procedures, involving both the local program and those programs and conditions outside the college which should influence the curricular offerings here.

Serve as chairman of the committee on committees, and on other committees.

Determine whether permission should be granted a student to take more or less work than the average if the student's program varies more than one semester hour.

Pass on the transfer of a student from one department to another after he has been accepted by a new department head and has been released by the present department head.

Prepare the directory of the faculty.

Pass on the absence of athletic teams, college musical organizations, or other groups who wish to leave the campus. These groups should first clear through the proper head of a respective department who passes on the request before reporting to the Division of Field Studies for clearance before it goes to the Dean for final approval or disapproval.

Prepare materials for the undergraduate, graduate, summer school, and extension bulletins. In this connection it is recommended that the Secretary of the Part-Time and Extension Division do the typing and arranging of the materials for the summer school and Part-Time and Extension bulletins under the supervision of the Dean. It will be well to include all undergraduate as well as graduate courses in the summer school bulletin.

Mimeographing should be taken from the Dean's Office and be placed under a secretary who should be available at a specified place for at least two hours daily. All heads of departments should survey the respective departments to determine the amount of materials needed for a semester and then review the requests with the Dean, who should help in the final determination of the quotas. The head of the department should then O. K. everything that passes through his department before it is accepted by the mimeograph operator.

MAJOR DUTIES AND RESPONSIBILITIES OF ACADEMIC HEADS

Teach

Direct and coordinate instruction within the department.

Assign supervisors for student teaching and cooperate with the Integration Department in the work.

Recommend to the Dean new courses and changes in old courses for the department.

Prepare for the Dean for each semester and summer school the course offerings and instructor's name for each division.

Serve as clearance agent for all mimeograph materials for the respective members of the department. Survey department to determine needs and then discuss these with the Dean for final approval. Then place approval on materials for mimeographing before stencils are cut. This, of course, does not mean every item, but each instructor's budget of material in general.

Act as custodian of equipment and supplies for department.

Requisition Business Office for necessary supplies.

Interview applying freshmen, advanced standing students, and graduate students. Survey the transcripts and give recommendations to the proper admissions officer. For undergraduate students, it will be the Director of Admissions, and for graduate students the Dean.

Special times should be set aside for advising graduate students.

Make out the programs for graduate students.

Give direction to the individual program of each undergraduate student when necessary.

Report absent instructors to the Dean's Office.

Report to the Division of Field Studies any request of an instructor to take a group from class work for a trip off campus.

Advise counselors concerning work with counselees.

Assist the President and Dean in locating and passing on applicants for positions in the respective departments.

Serve on the Administrative Council of the college.

MAJOR ACTIVITIES OF THE REGISTRAR

Serve on committee to determine the admission and withdrawal of all students, including the graduate division, and make the class schedule of all students after the Dean's Office has determined courses, divisions, and instructors.*

Supervise individual student load and schedule.

Request class enrollment reports at the beginning of each session, and after all reports are in, make any necessary adjustments in the various classes.

Check all student failures and report them to the Personnel Office.

Have custody of all student scholastic records.

Check student records annually for any deficiencies on the class level.

Make check for graduation at the end of the junior year, and thereafter when advisable.

Mail college bulletins.

Report to the parents and secondary schools concerning their graduates.

Report to the State Department of Public Instruction, regional, and other accrediting agencies.

Determine student elegibility for extracurricular activities on basis of student grades and records.

Supply transcripts of academic and citizenship records of students.

Prepare directory of students.

Check students' records for teachers' certificates and issue the certificates for the President's signature.

Prepare diplomas.

Assign numbers to new courses and change old numbers when necessary.

Discharge other general administrative duties subject to assignment.

* I have reservations as to whether the Registrar should make the program after it has been determined by the Dean, or serve as chairman of the Committee on Admissions for transfer students. Those two duties should be divided between her and the Director of Personnel, or, if the Dean's Office is set up as advised, it might be well to consider the handling of advanced standing applications through that office if the load is too heavy for the Director of Personnel, etc.

PROPOSED PROGRAM FOR THE DIRECTOR OF PERSONNEL, ADMISSIONS, COUNSELING, AND RESEARCH

Director of Personnel

This includes the securing, placing, and supervision of all secretarial assistants other than that of the President.

Director of Admissions

1. As Chairman of the Admissions Committee, answers inquiries concerning those interested in entering Montclair and sends appropriate papers for applicants to fill out. This includes both entering freshmen and all undergraduate transfer students.*

2. In collaboration with the President, the Dean, and the Registrar, helps determine the policies for entering students. Then in connection with transfer students, passes on all transcripts except when there are those which vary from the standard arbitrarily set up. These are passed on by the Committee. The same policy should obtain in dealing with entering freshmen. Of course, the President is kept constantly informed as to what is happening, and consulted when need arises.

3. Administers the examinations to entering freshmen, to sophomores, to seniors, and wherever else necessary.

4. Is in charge of self-help and scholarship applicants.

Director of Counseling

1. Is in charge of the counseling program. Suggested way by the Dean and faculty to carry this out is herewith appended.

2. Periodic checks should be made through the faculty to determine students with low grades. These should be contacted, counseled, and when necessary their parents notified.

Director of Research

1. Answers educational inquiries (questionnaires) concerning the college.

2. Makes investigations as to what other institutions and agencies are doing in connection with curricular activities, testing, programs, etc.

Photostating and Mimeographing

Responsible for the personnel to do the photostating and mimeographing work.

Addressograph, etc.

Responsible for addressograph activities, duplicating record cards, etc.

Supervision of Veterans Financial Program

Although the Veterans' Counselor is supplied, much contact and advice to veterans is necessarily required of the Personnel Office.

* I have reservations as to whether the Director of Personnel should make the program after it has been determined by the Dean, or serve as chairman of the Committee for the Admission of transfer students. Those two duties should certainly be divided between him and the Registrar, or, if the Dean's Office is set up as advised, it might be well to consider the handling of advanced student applications through that office if the load is too heavy for the Director of Personnel, etc.

Instruction

Not any except Integration 503.

Counseling	Explanatory
Purposes	
Orientation (immediate professional adjustment)	
Discovery of deficiencies Physical Personal Mental	
Adjustment Scholastic Emotional Professional Social Extra-curricular	
Objectives	
To facilitate adjustment through personal contact	
To discover students whose possibilities are great as well as those students whose prospects are poor.	
Activities	
Freshmen	Freshmen
At entrance	Interview at entrance
Conduct personal interviews with students of his group.	Test records and personal blanks of individual furnished preparatory to conferences
Group meetings One informal during orientation week	Recording of significant data on the interview blank
	First informal meeting Explain the department, the background courses, participation in student activities, study habits, including budgeting of time, note taking, need for use of library, etc. Explain type of conduct expected of ladies and gentlemen. Explain purposes and methods of counseling and encourage consultation with counselors on orientation and adjustment problems.
One social -- tea, luncheon, picnic--during first two or three days of first semester.	Second or Social meeting Purpose - acquaintanceship, leading to a knowledge of where individuals come from. What they did there Why they chose Montclair What they expect to do here
Personal Conference Voluntary By appointment	Personal conferences Voluntary or by appointment Consideration of problems advanced by students' questions Consideration of reactions to: Curriculum Extra-Curricular activity - Responsibility - Social Life, etc.

When occasion demands

When occasion demands
- Careful study of
  - Any details concerning reported case
  - Accumulated data in files of Mr. Jackson
  - Assistance in solution of difficulties
  - Advisement
  - Examples of types of problems which may arise
    - Curricular adjustment
    - Conduct Study Habits
    - Professional Attitude
    - Commuting difficulties
    - Extra-curricular selection
  - Keep record of significant data

Sophomores and Juniors

Group meeting, informal or social at beginning of school year

Personal conferences

Sophomores and Juniors

Emphasis upon student's responsibility for consultation with counselors and specialists when difficulty arises.

Personal Conferences - In general, the same as outlined for freshmen.

Recognition, advisement and treatment of special cases

Recognition and advisement of maladjustment

Special cases which should be referred to special facilities of the college

Recommendation should be accompanied with all available data

Procedure

Recognition and Reference	Advisory	Remedial Recommendation
Registrar		Dean of Instruction
Deans	Counselors	Dean of Women
Instructors		Physicians
		Physical Dept.
Library Staff	Coordinator	Health Dept.
Physician		Psychologists
Counselors		Placement Officer
Department Heads		Speech Clinic
Dormitory Matrons		Dormitory Matrons

Procedure

Reports on students in need of guidance are directed to counselor

Counselor confers with students and refers special cases to specialists in the college, i. e., social problems to the Dean of Women, social problems of men to the Dean of Men, emotional instability to psychologists, physical problems to the Medical Office, scholastic problems to the head of department concerned or to the Dean of Instruction, scholarships or work jobs to the Personnel Office, and records to the Registrar.

ANNUAL REPORT OF THE REGISTRAR

1946-47

Trends and Developments

Enrollment.

As of October 1946 a total of 1123 students, representing all the counties of the State and 5 non-residents, enrolled in the undergraduate division. Of this number 673 were women and 450 were men.

Table I — ANALYSIS OF ENROLLMENT
Undergraduate Division, Oct. 1946 by Counties.

County	Men	Women	Total	Percentage of Total Enrollment.
Atlantic	3	6	9	
Bergen	62	89	151	13%
Burlington	-	3	3	
Camden	8	6	14	
Cape May	3	-	3	
Cumberland	3	9	12	
Essex	181	222	403	35%
Gloucester	1	1	2	
Hudson	47	77	124	11%
Hunterdon	-	2	2	
Mercer	-	2	2	
Middlesex	8	14	22	
Monmouth	4	23	27	
Morris	12	31	43	
Ocean	-	6	6	
Passaic	83	116	199	18%
Salem	1	-	1	
Somerset	3	11	14	
Sussex	4	6	10	
Union	21	42	63	6%
Warren	2	6	8	
Out of State	4	1	5	
Totals	450	673	1123	

Distribution by counties February 1, 1947, showed a total of 1241 students, including 5 out-of-state residents. The number of women enrolled was 694 and the number of men 547.

ANALYSIS OF ENROLLMENT
Table II Undergraduate Division, Feb. 1947 by Counties

County	Men	Women	Total	Percentage of Total Enrollment.
Atlantic	4	6	10	
Bergen	79	85	164	13%
Burlington	-	3	3	
Camden	9	6	15	
Cape May	2	2	4	
Cumberland	2	11	13	
Essex	217	241	458	37%
Gloucester	1	1	2	
Hudson	57	80	137	11%
Hunterdon	1	1	2	
Mercer	-	2	2	
Middlesex	11	14	25	
Monmouth	5	23	28	
Morris	14	32	46	
Ocean	-	6	6	
Passaic	98	114	212	17%
Salem	1	-	1	
Somerset	3	12	15	
Sussex	6	6	12	
Union	31	42	73	6%
Warren	2	6	8	
Out of State	4	1	5	
Totals	547	694	1241	

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The distribution of enrollment by departments for October 1946 and for February 1947 is shown in Table III and IV which follow.

ANALYSIS OF ENROLLMENT
Table III Undergraduate Division, Oct. 1946
Distribution by Departments and Classes

Curricula For Secondary Teachers	Year in College First	Second	Third	Fourth	Men	Women	Total
Business	70	53	36	15	101	73	174
English	50	56	51	37	41	153	194
Language	50	34	24	21	19	110	129
Mathematics	53	55	30	32	62	108	170
Science	36	33	34	30	66	67	133
Social Studies	85	74	59	64	134	148	282
Music	25	12	4	-	27	14	41
Totals	369	317	238	199	450	673	1123

ANALYSIS OF ENROLLMENT
Table IV Undergraduate Division, February 1947.
Distribution by Departments and Classes

Curricula For Secondary Teachers	Year in College First Feb.	First Reg.	Second	Third	Fourth	Total	Men	Women
Business	27	63	60	39	20	209	140	69
English	8	51	59	56	40	214	52	162
Mathematics	13	50	58	34	30	185	77	108
Language	4	45	29	25	26	129	18	111
Science	14	36	35	33	38	136	87	69
Social Studies	15	76	73	70	73	307	154	153
Music	4	16	17	4	-	41	27	14
Totals	85	337	331	261	227	1241	555	686

The distribusion of enrollment by towns of Essex County is shown in Table V.

ANALYSIS OF ENROLLMENT
Table V Undergraduate Division, Feb. 1947
Distribution of Enrollment by Towns of Essex County

Town	Number	Town	Number
Belleville	16	Newark	
Bloomfield	25	Arts	3
Caldwell		Barringer	25
Grover Cleveland	3	Central	8
St. Mary's	1	East Side	13
East Orange	7	South Side	23
Glen Ridge	1	Weequahic	34
Irvington	46	West Side	36
Millburn	1	Our Lady of Good Counsel	1
Montclair		St. Vincent's Academy	1
College High	1	St. Barromeo	2
Montclair High	22	Nutley	7
Montclair Academy	2	Orange	
Immaculate Conception	2	Miss Beard's	1
		Orange High	14
		South Orange	3
		Verona	1
		West Orange	10
		Total	309

There was an increase in the number of entrants in 1946-47. This increase has been due to the return of students from the Service and to the difficulty that non-veteran high school students encounter when trying to enter other colleges with overcrowded conditions. This year our recruiting program has been promoted greatly by suggestions from guidance counselors and high school principals of the State. An indication of the increase in the number of students is also shown by the enrollment of the 376 veterans. As of June 1947 the veteran enrollment of the undergraduate division was 427, graduate division 101. A detailed report of veterans is contained in the Report of the Director of Personnel.

The advanced standing students admitted during 1946-47 totaled 113. The distributi n by classes was: Freshmen 6, Sophomores 67 Juniors 27, Seniors 13. Distribution by Departments: Business 13, English 26, Language 4, Mathematics 18, Music 0, Science 25, Social Studies 27. Of the total 18 students were former MSTC people who returned from service to complete their courses. There are approximately 38 colleges represented from which advanced standing students now attend Montclair have been accepted.

In February 1942 our enrollment totaled 206 men and 435 women, which was a slight decrease from the previous year. During February 1947 the enrollment of both men and women students increased. The total number of men was 547 and of women 694. The average enrolled in all classes has increased. Table VI illustrates the changes according to classes, departments and personnel.

COMPARISON OF ENROLLMENTS
Table VI Undergraduate Division, 1941-42 and 1946-47
February

A. Enrollment by Classes:

Class	1941-42 February	1946-47 February
Freshmen	184	422
Sophomores	164	331
Juniors	157	261
Seniors	136	227
Totals	641	1241

B. Enrollment by Departments:

	February 1941-42				February 1946-47			
Curricula	Freshm.	Soph	Jun.	Sen.	Freshm.	Soph.	Jun.	Sen.
Business	34	26	19	22	90	60	39	20
English	30	34	40	22	59	59	56	40
Language	33	29	23	13	49	29	25	26
Mathematics	23	29	20	17	63	58	34	30
Music	-	-	-	-	20	17	4	-
Science	25	13	20	17	50	35	33	38
Social Studies	39	33	35	30	91	73	70	73
Totals	184	164	157	136	422	331	261	227

The above table shows there was an increase in the number enrolled in all departments.

C. Personnel

	1941-42 February	1946-47 February
Men	207	555
Women	434	686
Totals	641	1241

The number of candidates who took the entrance examination during 1946-47 is as follows:

Entrance examination given:	Sept. 1946	41
	Jan. 1947	100
	April 1947	301
	June 1947	73
	Aug. 1947	59
	Total	574

Of this total we accepted 416.

During the period February 1936 through February 1947 the lowest enrollment of men was 49 in 1944. The lowest enrollment of women for the same period was 435 in February 1942. The lowest total enrollment of the college was 561 in February 1944.

Highest enrollment during same period: men 555, women 686 in February 1947.

STATUS OF STUDENT MEMBERSHIP
End of Fall and Spring Semesters 1946-47

	Fall			Spring		
	Men	Women	Total	Men	Women	Total
Total semester registration	450	673	1123	547	694	1241
Number of withdrawals during semester	23	27	50	4	8	12
Number of dismissals during semester	1	8	9	-	1	1
Number graduated during semester	-	-	-	41	132	173
Number enrolled at end of semester	426	638	1064	502	553	1055
Reasons for withdrawals						
Illness	4	1	5	1	1	2
Lack of funds	8	4	12	1	1	2
Death	-	-	-	-	-	-
Marriage	-	2	2	-	2	2
To another institution	7	6	13	2	-	2
Did not fit	3	14	17	-	4	4
Service	1	-	1	-	-	-
Total	23	27	50	4	8	12
Reasons for dismissals						
Discipline	-	-	-	-	-	-
Poor scholarship	1	8	9	-	1	1
Poor health	-	-	-	-	-	-
Any other	-	-	-	-	-	-

Registrar's report - page 7

The accelerated program established to meet the needs of teacher shortage during the war period has been continued. In the summer term of twelve weeks for the school year 1946-47 of the undergraduate division the distribution is shown in the following table:

Table VII ANALYSIS OF ENROLLMENT SUMMER SESSION 1946.

Undergraduate Division

I.

	Freshmen	Sophomores	Juniors	Seniors	Total
1st six weeks	76	77	73	92	318
2nd six weeks	22	98	69	102	291

II.

1st six weeks	318
2nd six weeks	291
Gross total	609
Minus duplications	236
Net total for twelve weeks	373

III.

1st six weeks only	81
2nd six weeks only	48
Entire summer 12 wks	244
Total individual reg.	373

Enrolled for six weeks or less:

Men	36
Women	93
Total	129

Enrolled for twelve weeks:

Men	162
Women	82
Total	244

IV. Summer enrollment - 1st six weeks

8 semester-hours	23
7 " "	94
6 " "	162
5 " "	11
4 " "	26
3 " "	-
2 " "	2
Total	318

V. Summer enrollment - 2nd six weeks

8 semester-hours	55
7 " "	111
6 " "	91
5 " "	12
4 " "	18
3 " "	1
2 " "	3
Total	291

VI. Graduates and Specials

1st six weeks	117
2nd six weeks	393
Gross total	510
Minus Duplications	66
Net total for twelve weeks	444

Gross total both divisions	1119
Net total both divisions	817

Trends of the Accelerated Program

I. Enrollment

Freshman enrollment for 1946-47 was as follows:

Date	Men	Women	Total
June 1946	1	-	1
Sept. 1946	202	167	369
Jan. 1947	67	16	83
Totals	270	183	453

The percentage of yearly freshman enrollment admitted each term was: June 0.2%, September 81.5%, January 18.3%.

Percentage of yearly enrollment in attendance during summer sessions: 1943-59%, 1944-37%, 1945-29.9%, 1946-37.2%, 1947-30%.

In 1942 the trend toward acceleration increased. A decrease occurred during the year 1944-45, and the registration figures showed that the majority of the students were pursuing a regular non-accelerated program. However, during the year 1946-47 the registration for the 9 weeks summer term showed the highest enrollment since acceleration began. The enrollment as of June 12, 1947, was 440 in the undergraduate division. Students taking advantage of the G.I. Bill of Rights are anxious to complete their education as soon as possible.

Student Personnel changed by Acceleration.

	Men		Women		Total Enrollment	
	Sept.	Feb.	Sept.	Feb.	Sept.	Feb.
1942-43	190	149	506	432	696	581
1943-44	57	49	504	512	561	561
1944-45	65	66	608	597	673	663
1945-46	82	197	661	664	743	861
1946-47	450	555	673	686	1123	1241

II. Effects of Acceleration on the Program.

Class enrollments were increased in every department, especially since February 1946. The smallest class listed during 1946-47 was French 302 with 5 students. The largest class was music with 79, and the average class listed 35 students.

Scholastic averages of those accelerating compare favorably with the non-accelerated students. The scholastic records of the veterans at the end of the spring term, June 12, 1947, indicate that they are doing good work and intend to continue with their education.

III. Graduates.

A sketch study of the graduating classes May 1942-August 1947.

Date of Graduation	Number graduated
May 1942	153
Jan.1943	125
May 1943	29
Aug.1943	116
May 1944	59
Aug.1944	53
May 1945	72
Aug.1945	51
May 1946	107
Aug.1946	34
June1947	173
Aug.1947	21

The total number of A.B. graduates since 1930 is 2961.

Graduate students.

The graduate students who received the Master of Arts degree in 1940-41 totaled 76. A summary of the number graduating each year since 1941 follows:

Date of Graduation	Number Graduated
May 1942	66
May 1943	32
May 1944	21
May 1945	25
May 1946	49
Aug.1946	18
June1947	51
Aug.1947	39

The total number of A.M. graduates since 1933 is 682.

Table VIII. Analysis of Master's Graduates.

Year	Montclair State Teachers College	Other	Total
1933	4	9	13
1934	4	8	12
1935	5	15	20
1936	20	19	39
1937	19	20	39
1938	28	22	50
1939	32	28	60
1940	39	33	72
1941	42	34	76
1942	32	34	66
1943	14	18	32
1944	7	14	21
1945	10	15	25
1946	32	35	67
1947	30	60	90
Total	318	364	682

ANALYSIS OF GRADUATION

Table IX Distribution by Departments
Students receiving A.M. Degree
June 1947.

	Not previously eligible for certificate		Previously eligible for certificate		Total	
	Men	Women	Men	Women	Men	Women
Administration and Supervision	-	-	21	3	21	3
English	-	-	3	2	3	2
Mathematics	-	-	-	-	-	-
Personnel and Guidance	-	-	-	5	-	5
Science	-	-	4	-	4	-
Social Studies	5	-	1	6	6	6
Spanish	-	-	1	-	1	-
Totals	5	-	30	16	35	16

Students receiving A.M. Degree
August 1947.

Administration and Supervision	-	-	12	-	12	-
English	1	-	4	3	5	3
Mathematics	-	-	3	1	3	1
Personnel and Guidance	-	-	1	3	1	3
Science	-	-	3	-	3	-
Social Studies	-	-	4	4	4	4
Totals	1	-	27	11	28	11

The total number of students matriculated for the A.M. degree as of March 1947 was 533. Distribution by departments as follows: Administration and Supervision 156, English 86, Mathematics 49, Personnel and Guidance 79, Science 35, Social Studies 121, Language 7. During the spring semester of 1947 a total of 424 students attended classes through the Part-time and Extension Division. It is expected that there will be a great increase in the number attending classes and the number of new matriculants for the degree.

Staff changes:

Mrs. Esther B. Spengeman was appointed to fill the vacancy in the Integration Office left by the resignation of Miss Grace Baumann.

Due to the increased enrollment Mrs. Charles White, Mrs. Victor Nowak and Miss Gloria Papalia were appointed as temporary secretaries to the Registrar.

Recommendations:

I wish to recommend that:

1. We provide for, as we did this year, all senior activities except commencement to be held for June and August candidates for the

degree at the time.

2. Provide an advanced date for registration of advanced standing students when it would be convenient for the Heads of Departments to help plan these students programs.

3. Photostat the record of each student at the end of each semester and send it to him as his report card.

4. Special assistance be given the Registrar's staff at the end of each semester to speed up the work required when sending reports of final grades to the students.

5. The use of an International Business Machine to replace the McBee Keysort device which aids in classifying and counting registration cards and report cards.

Personal activities:

Study made of program needs for September 1947.
Attended the following conferences: Association of New Jersey State Teachers Colleges, New Jersey Educational Association, New Jersey High School Commercial Teachers Association, Eastern Commercial Teachers Association.

Respectfully submitted

Frances Van Etten

Frances Van Etten, Registrar

ANNUAL REPORT
OF THE OFFICE OF
THE DEAN OF WOMEN

College Year 1946-1947

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College H.S.	2
Off Campus	3

SOCIAL EVENTS	
Russ	28
Chapin	24
Administration Building	19
College H.S.	3
Off Campus	13

TOTAL SOCIALS AND MEETINGS	
Russ	885
Chapin	115
Administration Building	260
College H.S.	10
Off Campus	24
Picnic Grounds	17

Non-College groups using College facilities 3

REGULAR CLUB MEETINGS
1946-1947

CLUB	NUMBER OF MEETINGS 1 per mo.	2 per mo.	no. per mo.	Tot. per year	PLACE
Agora		x		18	Chapin
Aldornia	x			9	Russ
Aphesteon	x			9	Chapin
Band			4	36	Room 24
Cheerleaders			4	36	Locker Room
Choir			8	72	Room 24
Classical Club	x			9	Russ
Clio	x			9	Lounge & F.L.R.
Commercial	x			9	F.L.R.
Commuters	x			9	F.L.R.
Creative Writing		x		18	Russ & F.L.R.
Dance			4	36	Gym
French	x			9	F.L.R.
Geography	x			9	Room 26
Intercultural Relations	x			9	Russ
International Relations	x			9	Chapin
Italian	x			9	F.L.R.
Interdorm Meetings	x			9	Dorms
Kappa Delta Pi	x			9	Chapin
Phi Lambda Pi	x			9	Chapin
Players	x			9	C.H.S.
Poetry	x			9	F.L.R.
Pro Musica	x			9	L.R.
Psychology	x			9	Chapin
Rohwec	x			9	Chapin
Science		x		18	Chapin
Senate		x		18	Mr. Bohn's
Spanish	x			9	Chapin
Tribe	x			9	Russ
Zeta Phi	x			9	Russ

SPECIAL MEETINGS

September	13	Jr. Class Meeting	Room 24
	24	Executive Board Meeting	Newark
	26	Montclair Heights Community Association	Room 4
October	1	Sophomore Class Meeting	C. H. S. Aud.
	1	Senior Class Meeting	Room 4
	2	Junior " "	Room 4
	3	Veterans Councelor Meeting	Chapin
	4	Football Rally	Upper Field
	5	N. J. I. R. C.	Russ
	7	Sophomore Class Meeting	Room 24
	8	Junior " "	Ampitheater
	15	Sophomore " "	Room 4
	17	Physical Education Minors (Men)	F.L.R.
	21	Dormitory Committee	Office
	23	Social Studies Majors Meeting	C.H.S.
	24	Freshmen Class Meeting	Room 4
	28	La Campana Pictures (all week)	On Campus
November	12	Student Trio on W.P.A.T.	Room 4
December	5	Senior Class Meeting	Room 24
	5	Future Teachers of America	Russ
	20	Christmas Service	Russ
January	10	Sophomore Class Meeting	Room 24
	14	Physical Ed. and Recreation Minors	F.L.R.
	23	Future Teachers of America	Russ
	27	Senior Class Meeting	Room 24
	27	Officials Club (Women)	Room 8
	27	Zeta Phi Rehearsal	Russ
	29	Junior Class Meeting	Room 24
March	9	Alumni Meeting	Chapin
April	24	Junior Class Meeting	Room 24
	24	State Meeting	Chapin
	29	Senior Class Meeting	Room 24
June	8	Baccalaureate	Gym
	12	Commencement	Ampithmeater

SOCIAL AFFAIRS

September	12	Big Sister-Brother Party	Gym
	13	Peace Party	Gym
	16	Sigma Phi Mu Party for Freshmen Math. Majors	Chapin
	26	Tea for Russ Freshmen	Russ
October	1	Future Teachers of America Dinner	Russ
	3	Sophomore-Freshmen Party	Russ
	5	S.G.A. Dance	Gym
	15	Pro Musica Tea	Chapin
	16	Interdormitory Dance	Russ & Chapin
	18	Executive Committee Lunch	Russ
	19	Junior Dance	Gym
	22	Agora Banquet	Robin Hood Inn
	23	Faculty Meeting and Tea	Chapin
	30	Concert	Russ
November	2	Interdormitory Ball	Russ & Chapin
	7	Commuters Club Barn Dance	Gym
	9	Alumni Tea	Atlantic City
	16	Sophomore Informal	Gym
	18	Rohwēc Banquet	Marlboro
	26	Interdormitory Thanksgiving Dinner	Russ
December	3	Football Dinner	Pal's Cabin
	6	Alumni-Senior Party	Gym
	10	Commuters-Faculty Basketball Game	Gym
	13	Christmas Party of Aphesteon & Sigma Phi Mu	C.H.S. Gym
	14	S.G.A. Formal	C.H.S. Gym
	16	Christmas Concert	Congregational Church
	17	Christmas Concert	Gym
	17	Commuters Club Christmas Party	C.H.S. Gym
	19	Interdormitory Christmas Party	Russ
January	8	Intercultural Relations Group Dinner	Tree Tavern
	11	Senior Dance	Chapin
	15	President and Deans Lunch	Russ
	23	Geography Club Banquet	Robin Hood Inn
	25	Interdormitory Formal	Russ & Chapin
	29	Zeta Phi Program	Russ
	29	Faculty Meeting and Tea	Chapin
February	6	Big Brother-Sister Party	Gym
	7	Freshmen Dance	Gym
	9	Concert	Russ
	12	Alumni Tea	Chapin
	23	Concert	Russ
	26	Faculty Meeting and Tea	Chapin
March	1	Modern Language Association	Room 24
	1	Librarian's Lunch	Russ
	2	Concert	Russ
	8	N. J. State Science Teachers Association	Russ
	11	Commuter-Dormitory Basketball Game	Gym
	15	Alumni Formal	Chapin
	22	Classical Language Association	Room 24

SOCIAL AFFAIRS (Cont.)

March	22	Sophomore Formal	Russ
	23	Concert	Russ
	28	Concert	Russ
April	2	Social Studies Tea	Chapin
	2	Faculty Meeting and Tea	Chapin
	16	Hot Dog Sale (Commuters Club)	Basement
	16	Social Studies Tea	Chapin
	18	Aphesteon Banquet	Robin Hood Inn
	19	Dormitory Boy's Dance	Chapin
	23	Commuters Club Hot Dog Sale	Basement
	25	Tribe Alumni Banquet	Robin Hood Inn
	30	Kappa Delta Pi Coffee House	Chapin
May	1	Zeta Phi Program- "The Women"	Russ
	2	Language Department Alumni Reunion	Chapin
	3	Alumni Board Lunch	Russ
	3	S.G.A. Spring Informal Dance	Gym
	10	Senate Dinner	Four Towers
	14	Commuters Club Hot Dog Sale	Basement
	15	Kappa Delta Pi Tea	Chapin
	17	I.R.C. Intercollegiate Group Lunch	Chapin
	18	Foreign Language League	Chapin
	20	Internos Dinner	Chapin
	21	Mathematics Festival	Russ
	22	Dance Club Program	Gym
	22	Faculty Meeting and Tea	Chapin
	24	Junior Prom	Russ
	27	Commuters Club Hayride	Off Campus
	28	Players Banquet	Orchard Fest
June	1	Organ Recital	Russ
	5	W.A.A. Banquet	Chapin
	5	Agora Open House	Russ
	7	Senior Formal	Chapin & Russ
	10	President Sprague's Reception	Russ
	11	Senior Banquet	Robin Hood Inn

PICNICS - FIREPLACE

College Groups

October	17	Classical Club Picnic	Upper Field
May	10	Alumni Picnic and Business Meeting	Up er Field
May	27	Honor Societies Picnic	Fireplaces
	28	Band Picnic	Ampitheater
	29	Sigma Delta Pi	Ampitheater
	30	Senate Alumni Picnic	Upper Field
June	1	Veteran Families	Picnic Field
	3	Pro Musica Picnic	Ampitheater
	5	Publications Picnic	Upper Field
	8	Senior Picnic	The Lodge
	9	Group Picnic	Ampitheater
	10	Bible Club Picnic	Ampitheater
	13	Veteran Families Picnic	Ampitheater

OUTSIDE GROUPS

September 17	Rotary Club	Back Field

CONFERENCES

High School Citizenship Conference

On June 23rd and 24th one hundred (100) high school students from the entire state of New Jersey lived in Russ and Chapin, and held meetings in the living rooms and the administration building. Special events included a tea in Chapin, a play in the College High School and a square dance in the gymnasium. The students were chosen by their high school administrations because of their outstanding qualifications for potential leadership. The conference was sponsored and conducted by the State Federation for World Citizenship and it's purpose was to acquaint high school students with and interest them in world affairs. $505.10 was paid for room and board.

China Workshop

The institute and workshop on China was again held on the campus using the dormitories, administration building, College High School, and Amphitheater for meetings. This year it was impossible to serve the luncheons in Russ Hall because of the lack of waitresses, so special tables were set aside in the cafeteria.

[redacted]

Mid-Sound Conference Conference

On June 3-4, 1967 the Conference (CSC) also hosted Shoreline from the Puget Sound area of San Juan Island to Bellingham, and will continue to the Fraser River and the Canadian-Washington Coastal Special Service Training on a low to Chapter, a play in the Cottage City Theatre and a Sports Scene in the Operation. The students were shown by their high school administrations sources of their out-standing contributions for Central Washington. The workshops are sponsored and presented by the State Education for Social Studies and Life Services and is supported also School Academic Aid and Improved Learning Skills Utility. $200.00 is paid the from and Fund.

Other Training

The workshop and seminar in Seton was held on the campus using the dormitory, administrative building, Seton High School, and dormitories for meeting. This year it was impossible to carry the Conference in Seton Hall because of the lack of mattresses, so marked tables were set aside in the dormitory.

MISCELLANEOUS ACTIVITIES

Red Cross

The Commuters Club again conducted the annual Red Cross Drive from March 10th to the 14th and raised $53.22.

Hahne's College Campus Pictures"

On July 15th, a group of 25 girls from Hahne's Department Store in Newark used various campus buildings and settings for pictures portraying typical collegiate outfits for all occasions.

Alumni Affairs

Date	Event	Approximate Attendance
November 9	Tea in Atlantic City	200
December 6	Christmas Party for Seniors	175
February 12	Homecoming Day	
	Assembly	
	Faculty Trio	
	Student Trio	25
	Choir	
	Luncheon	35
	Tea and Conference	150
	Dinner	20
	Basketball Game	
	Alumni vs. Students	150
March 15	Formal Dance	175
May 10	Picnic and Business Meeting	100

[illegible] Activities

[illegible] Tours

The Committee first again conducted the annual Red Cross Drive from March 14th to the 24th was raised $[illegible].

Home's Delivery Service Financed

On July 12th, a group of 12 girls from Home's Department Store in Evans used service vehicles and delivery for [illegible] refreshing typical cooperative spirit for all concerned.

Summer Activity

Date	Event	Attendance
November 4	Tea in Allenville City	200
December 8	Christmas Party for Indians	175
February 12	Washington's Day Assembly	
	Faculty Girls Student Girls Staff	25
	Luncheon	32
	Tea and Conference	120
	Dinner	40
	Washington's Home	
	Alumni vs. Faculty	180
March 12	Formal Dance	175
May 20	Family and Graduate Meeting	120

DORMITORIES

Registration in the dormitories 1946-1947.

First Semester	Students
Chapin Hall	128
Edward Russ Hall	126
Second Semester	
Chapin Hall During Senior practise teaching period, Jan. - April	121
Chapin Hall April - June	128
Edward Russ Hall	126

During the fall semester of 1946-1947 the second floor of Chapin Hall and, during the spring semester, the first and second floors were occupied by men veterans. Because of the influx of veterans and the lack of any possible housing for them on the campus, all double rooms in both dormitories were made into triple rooms. In addition, a canvass of homes in the neighborhood was made and approximately thirty (30) students occupied these rooms and ate their dinners in Russ Hall. Due to the over-crowding of the rooms and the off-campus students, it was necessary to run two shifts in the dining room.

The most outstanding feature of this experiment which was, in great part, responsible for its' success was the whole-hearted cooperation and excellent spirit shown by the dormitory staff and students.

During the ten weeks of practise teaching students who had commuted during the first semester filled the places vacated by the Seniors. This accomplished a three-fold purpose:

1. Kept the dormitories filled.
2. Provided opportunity for students who ordinarily commute to have some experience in dormitory life.
3. Relieved some students of commuting during the worst of the winter.

All waiting on table was done by fifty-eight (58) student waitresses.

College Staff living in the dormitories:

Chapin Hall -

Mrs. Hibbs - Housemother
Mrs. Meade - Relief Housemother for both dormitories, and Head of the Dining Room.

Miss Oliver -Assistant Nurse
Two housemaids, one pantry woman, 1 houseman, One kitchen - worker.

Russ Hall -

Mrs. Maxwell-Housemother
Miss Booth - Head Nurse
Miss Partyka- Assistant Nurse
Kitchen Men

SOCIAL COMPETENCE

Inasmuch as the Freshmen Integration classes were changed and three separate parts were combined into two, only twelve (12) periods were alloted to Social Competence. This factor plus the inclusion of veterans in the groups made it necessary to change the content of the course to meet the changed conditions. Less attention was given to:

1. Grooming
2. Clothes
3. Make-up
4. Specific manners for specific occasions
5. Introductions and conversation

and more to such topics as:

1. Demands and responsibilities of group living
2. General behavior on various occasions
3. College clubs, organizations, social activities.

Class work included lecture, discussion, oral reports, and short written papers.

[illegible]

Comments on the Freshman Orientation Guidance Data Sheet for these students were tabulated into five, only twelve (12) periods were allowed in Social Guidance. This factor plus the limitation of training in the period was to lengthen to change the content of the course to meet the changed conditions. Self direction was given to:

1. Housing
2. Clothes
3. Health
4. Specific answer for specific problem
5. Extracurricular activities

and were by such topics as:

1. Growth and responsibilities of group living
2. Social values of college
3. College clubs, organizations, social activities.

Great was interest in lectures, discussions, and reports, and written papers.

PART TIME WORK OUTSIDE OF COLLEGE

Several students lived in private homes and worked for their room and board.

Quite a few students did some part-time work, such as:

1. Care of children - private homes.

2. Stock-helpers, or selling in stores.

There has not been as much demand for part-time workers as during the previous two years, due to a good deal of laying-off in defense factories, government offices, etc.

HOSPITAL SERVICE PLAN

Staff members previously enrolled	44
New applicants	11
Total Number	55

[illegible]

[illegible] - [illegible] level is [illegible] [illegible] [illegible] for [illegible] [illegible] and [illegible].

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible], [illegible] [illegible]

1. [illegible] of [illegible] - [illegible] [illegible].

2. [illegible]-[illegible], or [illegible] [illegible] [illegible].

[illegible] has not been [illegible] [illegible] [illegible] for part-time workers as [illegible] the [illegible] [illegible], [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible], [illegible] [illegible], [illegible].

[illegible] [illegible]

[illegible] [illegible] [illegible] [illegible]	[illegible]
[illegible] [illegible]	[illegible]
Total [illegible]	[illegible]

STUDENT ABSENCES

Total period excuses are figured on the basis of 3 periods missed per day since that equals 15 periods per week. This is slightly low since the average student carries 16 hours per week.

1. General personnel excuses:

Number of excuses	Total Number of days	Total No. of Periods
740 for odd periods		792
1023 for one day	1023	3069
382 for two days	764	2292
129 for three days	387	1161
51 for four days	204	612
53 for five days	265	795
11 for six days	66	198
8 for seven days	56	168
3 for eight days	24	72
3 for nine days	27	81
2 for ten days	20	60
3 for eleven days	33	99
1 for fourteen days	14	42
1 for fifteen days	15	45
2 for sixteen days	32	96
1 for eighteen days	18	54
1 for nineteen days	19	57
1 for twenty-one days	21	63
1 for twenty-two days	22	66
1 for twenty-nine days	29	87
Total 2417	Total 5039	Total 9117

11. Religious Holiday Excuses

Total number of slips..... 125
Total number of periods missed..... 375

111. Admit slips, not excuses..... 291
Total number of periods missed..... 873

[illegible]

Total patrol wagons are figured on the basis of 8 patrols a week for the three shifts worked. 12 patrols are needed. This is allowing for above the average absence during 10 hours per week.

I. General patrolmen:

Number of patrolmen	Total Number of hours	Total No. of Patrols
Two for one patrol	[illegible]	[illegible]
1088 for one day	1088	1088
896 for two days	896	896
704 for three days	704	704
512 for four days	512	1024
61 for four days	464	464
51 for five days	408	408
11 for six days	88	88
8 for seven days	56	112
8 for eight days	64	128
3 for nine days	27	81
2 for ten days	20	20
2 for twelve days	24	48
1 for fourteen days	14	14
1 for fifteen days	15	15
2 for sixteen days	32	32
1 for eighteen days	18	18
1 for twenty days	20	20
1 for twenty-one days	21	21
1 for twenty-two days	22	22
1 for twenty-three days	23	23
Total	Total	Total
417	5424	4127

II. Patrolmen Station Duties

Total number of sergeants 122
Total number of patrolmen 295

III. Adds 10% for sergeants 295
Total number of patrolmen 295

SUMMARY

During the past year, 1946-1947, the college activities returned to pre-war normal with all clubs picking up in attendance and interest.

The social calendar was again directed by the Student Government Association, but was run by the S. G. A., class, and club vice presidents under the leadership and supervision of the Dean of Women.

The dormitories, as well as being over-crowded for living accommodations, were used practically every hour of the day for club meetings and for music lessons,- inasmuch as the Music Department did not have enough room in the administration building.

Because of the double shift in the dining room during all meals, it was possible to have special dinners only on Friday or Saturday nights. On these nights a great many of the students are at home for the week-end.

I feel that the College may well be proud of the spirit with which every one readjusted to the crowded conditions and of the cooperation shown in encouraging the re-building of pre-war activities.

Respectfully submitted,

Margaret A. Sherwin

Margaret A. Sherwin
Dean of Women

During the past year, 1946-1947, the student activities committee
is pleased to report that all clubs planning to be active have
been informed.

The social calendar was given to the Student Government
Association, but was not in the S. G. A. office, and clubs were
unaware the Commission had scheduled the dance.

The Commission, as well as being overworked and trying accommodations, were most unfortunately away most of the day for club meetings and the music lesson. Students on the Music Department did not come enough even to the Commission's meetings.

Because of the double shift in the dining room during all meals, it was impossible to have regular dances such as Halloween or Christmas night. Or there might be a party many of the students are at home for the week-end.

I feel that the Commission may well be proud of the points over which every one hesitated in the crowded conditions and of the numerous things done to contribute the maximum of pleasure and activities.

Respectfully submitted,

Margaret D. Williams

Margaret D. Williams
Dean of Women

ANNUAL REPORT OF THE LIBRARIAN FOR THE YEAR 1946/1947

I. TRENDS AND DEVELOPMENTS

A. Instruction

There were no changes in the organization of lectures by the Librarians to Sophomore and Senior classes. The Freshmen, however, were met in sections of Civilization and Citizenship, and subject matter correlated with the material being studied. The method was effective, but required a great deal of the Librarian's time. It is questionable how much carries over from an isolated lesson not followed by definite assignment as in the composition classes in the Sophomore year. The immediate effect is confidence on the part of students in the availability and helpfulness of the Library staff.

B. Accessions

Statistics of accession and withdrawal will be given in Part IV.

Increases in cost of books has resulted in the fact that with $1000 additional funds from the Veterans Administration, the number of books purchased was little greater than in the previous year. A report submitted to the President of the College in November 1947 documents this statement.

C. Circulation

Statistics of circulation of books and other materials will be given in Part IV.

Examination of the totals shows the following trends:

With a 50% increase in student body from October 1945 to 1946, the library circulation has increased 25%. However, the entire increase appears in the non-reserve books, where the increase is actually 37% over the previous year. This shows that were more copies of books available we should be better equipped to supply the continuing demand. Members of the faculty have been apt to return to textbooks because the library is unable to supply sufficient copies for many large classes.

Students of the College have borrowed from the College High School Library 1843 items during the year, most of them for the course in Literature for Adolescents. This is a legitimate use of this collection, and must be encouraged by providing a lively selection of such books for both College and C.H.S. students.

The largest daily circulation was 413. The average, 217.

D. Evening Attendance.

Until June, 1946, it had been the custom for several years to keep the Library open until 7:30 on Tuesday and Thursday evenings for the convenience of students in the Part-Time Division. In September, 1946 it became apparent that the crowded conditions in the dormitories would make it difficult for students to study, where three students would be occupying rooms intended for two. It was decided, therefore, to open the library from 6:30 to 9:15 on Monday and Wednesday evenings for the convenience of dormitory and resident

students, and to remain open continuously until 9:15 on Tuesday and Thursday evenings for both part-time and resident students.

This program has proved effective. The total evening attendance recorded for the 132 evenings between Sept. 18 and June 6 was 5,836, or an average of 44.2. The highest attendance recorded was 99, on Thursday, November 14. The actual attendance is greater, because many of the graduate students and faculty do not sign the attendance sheet.

E. College High School Library

Statistics of book use will be given in Part IV. The circulation shows an increase of 1258 over the previous year, largely due to the item of 1843 books borrowed by College students.

The High School Library is in urgent need of increased and replacement equipment. The Librarian requests:

1. Library walls painted
2. One new round table
3. 8 armed Windsor chairs (replacement)
4. 3 straight Windsor chairs (replacement)
5. 1 4-drawer file case for additional pamphlet and picture files
6. 1 portable noiseless typewriter for use at the charging desk

The Librarian heartily endorses these requests. The College High School is a demonstration school. We make every effort to provide a superior book collection and superior service. It is to be deplored that broken or inadequate furniture and marred walls should reduce the appearance of superiority.

F. Teaching Aids Service

1. Circulation of units. Statistics are included in the general circulation statistics in Part IV.

2. During the year 407 units were cataloged and added to the loan collection. Books received as gifts totalled, in value, $227.00. These were turned over to the library for addition.

3. Publications of the Teaching Aids service were:

Free teaching aids, vol. 1 and 2, 1946 and 1947
American history films, 1947
Mathematics, 1947

Receipts from sale of publications totalled $301.25. Due to complete lack of paper, several hundred dollars worth of orders were unfilled.

4. Montclair Sound Film Library. 11 schools participated.

5. Undergraduate use of the department. 581 students collected material for their own collections of teaching materials. In addition, 761 students were met in individual conferences. This consultation service to students, student teachers, and teachers in service is one of the most valuable contributions of the department ot the profession.

6. Pamphlets in quantities sufficient for classroom use were provided to a number of professors. The material contained in them is not yet available in textbooks.

G. Audio-Visual Equipment Service

A statistical report will be given in Part IV.

It is the opinion of the Audio-Visual Equipment Service that its work is a contribution toward more effective teaching in the college and toward the better preparation of prospective teachers. By supplying equipment, materials, and operators both to faculty and students and by teaching and demonstrating the use of equipment it is performing a needed and worthwhile service. This is shown by the fact that 70½% of the faculty used audio-visual equipment in 54% of the total class hours during the year (july 1-june 30). Equipment, student assistance, and facilities need to be expanded in keeping with the increased service which will come about as a result of increasing staff and enrollment. If the College is to hold its position as a service center in audio-visual education, a center to which teachers in service and prospective teachers may turn for assistance, demonstration, and consultation, it must provide more ideal equipment and facilities than it now has. The administration of the audio-visual equipment service has become practically a full-time position. In order that the service may be efficiently carried on it will be necessary to assign at least three student assistants to the department. This would be exclusive of projectionists.

II. STAFF

A. Members of staff:

Miss Margaret G. Cook, Librarian, Instructor in English
Miss Anne Banks Cridlebaugh, Assistant Librarian in charge of Reference Room
Mrs. Florence Holmes Brainard, Library Assistant, supervisor of Loan Desk, Cataloger
Dr. Lili Heimers, Director of Teaching Aids Service, Instructor
Mrs. Mollie C. Winchester, Librarian of the College High School, Instructor
Miss Emma Fantone, Assistant Instructor in Audio-Visual Aids, Library Assistant
Miss Frances Hedden, Library Assistant at Loan Desk
Mrs. Robert G. Champney, Assistant Instructor, Assistant Cataloger

B. Staff changes

Two members were added to the Library Staff because of the increased work caused by increased enrollment. Their salaries are paid from the allotment of the Veterans Administration.

Miss Cook received the degree of Master of Arts in June, 1946, at Teachers College, Columbia University, and began in September 1946 studies toward the degree of Doctor of Education in the Department of the Teaching of English.

Miss Cridlebaugh is working toward an M.A. at this College, and Miss Fantone is continuing her studies at New York University School of Education toward the Ed. D.

Until the appointment of Miss Hedden, the position of Library Assistant was temporarily filled by Miss MarilynE. Maxwell, graduate of the class of 1946.

III. RECOMMENDATIONS

A. Staff

With the addition of Miss Hedden to the staff, it has been possible to release Mrs. Brainard for a part of each week to do cataloging. Unfortuneately, Miss Hedden's lack of training in library techniques makes it impossible to leave the loan desk completely in her charge.

It is still desirable, therefore, that another fully trained librarian be added to the staff, with faculty status, to take full charge of cataloging, and to take over some of the teaching duties. I should like to point out that the entire professional staff of the library at the Trenton State Teachers College have faculty status. The present arrangement here, where two people, Miss Cridlebaugh and Mrs. Brainard, fully trained and experienced, have lower status and much lower salaries than other members of the staff with less or different training, is not conducive to staff morale.

It is recommended, therefore, that consideration be given to the transfer of Miss Cridlebaugh, at least, to instructoral rank. Application has already been made to the Civil Service Commission for promotion in rank of both Miss Cridlebaugh and Mrs. Brainard, as they have both reached the maximum salary in their respective grades. So far no action has been taken, and they begin the year 1947/48 with the same salary as this year, at a time when living costs are increasing rapidly.

B. Book funds

According to figures released by the American Library Association, the budget for this college should allow approximately twice the present funds for library staff salaries, and more than three times the present funds for book and periodical costs, including binding. These figures are based upon a breakdown into units of student body and faculty as follows:

Freshmen and Sophomores	- 1 unit each	700 students	700 units
Juniors and Seniors	- 2 units each	600 students	1200 units
Graduate students	- 4 units each	100 students	400 units
Faculty members	- 5 units each	90 members	450 units
On this basis			2750 units

First 2000 units at $13 per unit for salaries	$26,000
Remaining 750 units at $8 per unit for salaries	6,000
Salaries	$32,000

First 2000 units at $9 per unit for books	$18,000
Remaining 750 units at $5 per unit for books	3,750
Books, binding, periodicals	$21,750

According to these same criteria, a college library should have 35 books per unit, or, on the basis of these same 2750 units, 96,250 books.

Obviously, with our present space, a collection of such size cannot be housed, nor with our present staff, could it be handled. However, these figures give us criteria to work toward, and a basis of comparison with other college libraries.

It is not to be assumed that this library is inadequate in quality because the quantities of books are insufficient. A long continued policy of book selection and discarding has kept the collection up-to-date.

IV. STATISTICAL STUDIES

A. LIBRARY EXPENDITURES

	Regular budget	V.A. Funds	Totals
Books	$2698.18	$825.02	$3523.20
Periodicals	755.61	99.28	854.89
Binding	282.06		282.06
Supplies	248.50	75.70	324.20
Total	$3984.35	$1000.00	$4984.35

Total expenditures for the previous year were $3589.89

B. ACCESSIONS AND WITHDRAWALS

	Main Collection	Textbook Exhibit	Total Main	High School	Total
In library, July 1, 1946	46,354	3,363	49,717	3,094	52,811
Additions	2,018	152	2,170	244	2,414
Withdrawals	853	40	893	93	986
Net gain	1,165	112	1,277	151	1,428
In library, June 30, 1947	47,519	3,475	50.994	3,245	54,239
Cataloged pamphlets	6,669	12% of total			
Duplicate copies	13,376	24.6% of total			

C. CIRCULATION TOTALS

Monthly totals of books loaned:

	Non-reserved books	Reserved books	Teaching units incl. in total	Total
July, 1946	3681	583	42	4264
August	1750	284	16	2034
September	2846	1117	67	3963
October	5470	1548	134	7097
November	4774	910	88	5684
December	3625	736	67	4361
January, 1947	4151	1151	99	5302
February	3779	830	158	4609
March	5016	933	233	5949
April	4061	573	68	4634
May	5509	941	98	6450
June	1627	509	15	2136
Total	46,289	10,115	1,085	56,483
Total High School				9,338
Grand total				65,821

Total previous year 52,896 Increase 12,925 (25% increase)

D. EVENING ATTENDANCE

September	295
October	1041
November	742
December	507
January, 1947	623
February	539
March	732
April	460
May	739
June	158

Library open evenings September 18, 1946 through June 8, 1947 (132 evenings)

Highest daily attendance (evening)	99 recorded
Average evening attendance	44.2

E. TEACHING AIDS SERVICE

No. of units cataloged during the year	407
Total number of cataloged units	3,839
No. of visitors registered	761
No. of students collecting materials	581
Total circulation of cataloged units	1,085
Increase over previous year	164
Amount received from sale of mimeographed lists, July 1, 1946-June 30, 1947	$301.35

F. AUDIO-VISUAL EQUIPMENT SERVICE

No. of class periods during which equipment was used		900
Bell and Howell and Ampro 16mm sound projectors	632	
Opaque projector	46	
2"x2" projector (Filmstrip projector	67	
Playback	23	
Magnavox	17	
Overhead projector	22	
16mm silent projector	6	
8mm silent projector	1	
Screen	1	
	900	

No. of class periods during which films were projected		632
No. of class periods covered by student assistants	388	
No. of class periods covered by Film Librarian	200	
No. of class periods covered by faculty members and class members	74	
	632	

No. of films secured during year		275
No. of free films	114	
No. of films for which fee was paid	161	
	275	
No. of class periods during which Film Librarian taught the use of the 16mm sound projector (each group contained an average of 6 students and was taught a total of three hours)		150
No. of students who were taught the use of the 16mm sound projector		300
No. of lectures on use of equipment, to methods and integration classes		11
Percentage of faculty using audio-visual equipment		70%
No. of student assistants (projectionists)		8
No. of students serviced (900 class periods multiplied by an average attendance of 25 students per period)		22,500
Costs		
Student assistants (388 periods @ 50¢ per hours)		$ 194.00
Repairs and parts		186.49
Rental fees		502.80
		$ 883.29
Average cost of service (Figure arrived at by multiplying number of class periods during which equipment was used by an average class attendance of 25 students and then dividing that figure into the total costs.)		$00.04
Percentage of total class hours during which equipment was used (900 hours out of 1665)		54%

Copy to: Mr. Morr

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Medical Department

June 4, 1947

ANNUAL REPORT OF THE MEDICAL DEPARTMENT 1946-47

I. Trends and Developments
The work of this year has followed the general program of last year which includes:

(a) Physical Examinations of 1261 students.
(b) Follow-up of Medical Recommendations and Corrections of Physical Defects found (detailed report is attached).
(c) Improving physical efficiency of individual students referred to Medical Department from other departments.
(d) Tuberculosis Survey - Patch test and subsequent chest x-ray where indicated (entire student body and ins. personnel).
(e) Vaccinations 556 with report to each individual of satisfactory vaccination.
(f) Hearing tests (Audiometer 4-A) of all entering students.
(g) Basal Metabolism tests made 14.
(h) Service rendered:
1. First Aid treatments 2779
2. Dormitory care of 344
3. Issuance of Make-up slips for illness 1715
4. Office Consultations 1351
(I) Communications with private physicians re: improving physical efficiency of students.

II. Enrollment Data - Undergraduates - Total - 1123 as of first semester, 1179 as of second semester. College R.O.T.C. fall enrollment - 169.

III. Staff and Staff Changes
The Medical Department has consisted of one full time non-resident physician and one full time resident nurse. Two part time graduate nurses assisted in the Medical Department from September to June 1947. Student help used as needed.

IV. Recommendations
(a) Continue services of part time registered assistant nurses with tuition and living expenses as compensation.
(b) Adequate infirmary facilities in close proximity to diet kitchen.
(c) Better follow-up work for correction of defects noted at physical examination.
(d) Telephone for office of college physician in order to insure privacy for communications.
(e) To have better facilities for contacting students. Our present system of notifying students individually through notices posted on bulletin board is unsatisfactory. We know of no suitable way of contacting students except sending letters through the mail to the home address. This involves considerable time and expense.

Respectfully submitted,

Margaret W. Hurts

Margaret W. Hurts
College Physician

WsB

[illegible]

[illegible]

[illegible]

FOLLOW-UP OF MEDICAL RECOMMENDATIONS AND
CORRECTION OF PHYSICAL DEFECTS FOUND 1946-1947

	Number of Defects	Number of Defects fully or partially corrected
Battle Wounds	12	
Blood (Anemia, etc.)	5	1
Blood Pressure (Elevated or Subnormal)	81	1
Ears	35	3
Endocrine	15	11
Eyes	472	17
Feet	268	2
Gastro-Intestinal System	29	4
Glands (Lymph)	130	
Heart	60	1
Hernia, Varicocele, Pilonidal cyst Varicose veins, hemorrhoids	27	
Lungs	8	
Nerves	114	10
Nose, including sinuses	76	1
Orthopedic (not feet)	55	1
Posture	174	
Skin	390	7
Speech	5	1
Teeth and Gums	191	18
Tonsils	76	5
Weight (10% over and under)	228	8

Defects reported as uncorrected were chiefly due to:

1. Failure to report to the Medical Department although defect was actually corrected.

2. Lack of interest on part of some students.

3. Some defects are impossible of correction, such as missing teeth, loss of vision due to muscle imbalance, deafness due to childhood ear infections.

REPORT ON NEW TOOLS FOR LEARNING BUREAU
March 5, 1946 to December 31, 1947

President Harry A. Sprague
State Teachers College
Upper Montclair, New Jersey

Dear President Sprague:

The following is a brief report on the activities of the New Tools for Learning Bureau since its inception in March of 1946.

Developments

The Bureau came into existence as the result of a grant from the Alfred P. Sloan Foundation for the balance of that year. This grant and subsequent grants have amounted to a total of $152,951.69. A large part of this sum was allocated by the conditions of the grant to specific purposes, chiefly the production and distribution of the Wigglesworth radio program. The balance was freely granted to be spent at the discretion of the College authorities. An abbreviated financial report for 1947 is attached.

At the time when the College took over New Tools for Learning the project was being operated from two offices at 280 Madison Avenue, New York City, which have since been closed for reasons of economy. All of the activities of the Bureau are now concentrated in the office at the College. In September, 1947, the Teaching Aids Service, already in operation since 1938 and the Audio-Visual Equipment and Intra-College Film Service were merged with New Tools. The Bureau of Field Studies, which has operated since 1932, has also been merged with the New Tools Bureau since March, 1946. Affiliated with it also are the activities of the Speech Department in the making of recordings and the relations of the College with commercial or educational broadcasting stations.

The specific activities of the Bureau include radio, films, publications, teaching aids service, intra-college film service and field studies.

Radio

The Wigglesworth program consists of seventy-eight recordings which are currently being aired over approximately 51 stations. Each program consists of an incident in the life of Snuffy Wigglesworth and embodies, in a popular form, a significant economic principle. No new recordings are being made at this time but the effort is being made, under contract with a commercial distributor, to enlarge the coverage. The College is responsible for the general administration of this business. The master records are the property of the College and platters made from them may be used by the College for any purpose except broadcasting.

Films

A film on conservation in New Jersey entitled, "Resources Limited" has been produced under a grant of $5000 from the Bureau by Visual Aids Consultants, New York City. It is an 800 foot color film, with both live sound and narration, depicting the activities of Junior High School pupils in the field of conservation. The actors are children from the College High School and other New Jersey Schools. The film is directed by Dean E. De Alton Partridge. It will be ready for sale or rental to schools and others by the first of the year.

Publications

The publications of the Bureau include the Economics Discussion Kits, made before the College took over, and now being marketed on demand. They are furnished in the form of film strips or printed pamphlets with discussion booklets.

"Why Is There a Teacher Shortage?", published in April, 1947, is the first of a series of illustrated booklets prepared in a popular form for general economic education on current topics. The series is entitled the "What Do You Say? Series." About 1500 of these have been distributed and there is a constant though small demand.

"A Syllabus for a Field Study of New England and French Canada" and "A Bibliography on Field Studies in Schools and Colleges" have been published during 1947. The Bureau also distributes on demand the earlier publications of the Bureau of Field Studies. There is a constant demand for all of these publications.

Teaching Aids Service

The Teaching Aids Service carries on research to find all types of free teaching aids useful to junior and senior high school teachers. This material is catalogued and loaned. It maintains a complete card file of this material which is probably the only file of its kind in the country. Within the last year our six hundred students have consulted this file and have received over 50,000 pieces of free teaching material. Bibliographies prepared by this service are sold in all parts of the United States and in a dozen foreign countries. See Library Report for more details.

Intra-College Film Service

The New Tools for Learning Bureau, in the fall of 1947, set aside $1000, the major part of which was expended in the remodeling of a new Projection Room for the College with sound-proof ceiling, screen-scaffolding and ventilation system. The Intra-College Film Service provides films and the means of projecting them to college classes. From January, 1947 through November, 1947, the audio-visual equipment was used during 860 class periods serving 21,500 students. See Library Report for more details.

Field Studies

The Bureau of Field Studies, in addition to the publications mentioned above and the regular field study courses (SS302, Field Studies in Urban Life and SS461, Field Studies in New England and French Canada) has conducted, in 1947, three new experimental field study courses.

In the spring of 1947, three trips for teachers covering the whole state and dealing with the subject of Conservation were successfully conducted. These trips were offered without credit and about 100 people participated.

In the fall of 1947, a new course, "Field Studies in the Metropolitan Community" (SS459) was given. It consisted of eight all-day field trips and seven lectures and enrolled fifteen students. During the Christmas holidays, Dec. 21,

1947 to Jan. 4, 1948, a field study of the Lower South (SS463) enrolled thirty-three people. Each of these courses carried three credits.

During the summer of 1946, the Transcontinental Field Course, covering 63 days and 12,800 miles of travel and carrying ten credits, was given for the third time. It enrolled thirty-three students.

Recommendations

For 1948 the prospect is that the Sloan Foundation will make a grant of $3000. Together with an anticipated balance of approximately $2000 from 1947 it appears that the New Tools for Learning Bureau will have about $2500 available for constructive projects and current expenses, other than the secretary's salary. This, it need hardly be pointed out, is a very small sum compared with the sums available during the last year and a half. The attitude of the Foundation seems to be that the initiatory stage is past and the time has now come for the State to assume the major part of the expenses of the Bureau. This attitude is consistent with the general policy of the Foundation in regard to all of its projects and, on the word of the Director, implies no criticism of the conduct of the Bureau to date. The project has been launched and proved practicable and, if it is to go on, must now be self-supporting or must be subsidized by the State. The probable grant of $3000 for 1948 is compensation to the College for supervising the Wigglesworth project but may be spent at the discretion of the College.

Accepting this challenge, I recommend that, within the limits of our resources, we continue all of the projects now in operation except the production of films. If a grant can be secured from some other source, I should recommend that another film or series of films in the field of Conservation be produced. Otherwise, this field will have to forego further development for the present.

At this date, I am not parpared to propose specific projects in the fields of publication, field studies, teaching aids or intra-college film service but it has been my experience during the past year and three-quarters that more opportunities will turn up in these fields than our resources will permit us to develop. The routine administration of the projects in operation and those which turn up month by month is a full-time job.

If the establishment of a Department of Auditory-Visual Aids should be approved, the development of a curriculum for that department and the provision of adequate equipment and materials would be a major project.

In regard to the Bureau of Field Studies, in addition to carrying on the regular course, much time will be required for the organization of the Central Eastern Region Course for the summer of 1948 and of the Transcontinental Course for 1949. The syllabi and bibliographies for these courses need revision. A new general prospectus of field study courses is needed and an enlarged and revised edition of "Field Studies in Schools and Colleges" (1938) should be published.

Respectfully submitted,

Edgar C. Bye, Director
New Tools for Learning Bureau

NEW JERSEY STATE TEACHERS COLLEGE
AT MONTCLAIR

New Tools for Learning Bureau

Financial Statement
January 1, 1947 to November 1, 1947

Receipts		
1946 balance from Foundation	$8,461.50	
1947 grant from Foundation	23,000.00	
Balance from old New Tools Acct.	5,489.85	
Transfer from First Natl.(Sale of Kits)	2,184.00	
Wigglesworth Essay Contest Prize Money	1,000.00	
Sale of publications	106.66	
Deposits from SS463	50.00	
Miscellaneous Income	883.35	
Total Receipts		$41,175.36
Expenditures		
College Administration:		
Salaries	$5,555.32	
Conservation Film (payments on acct.)	3,750.00	
SS459 - Deficit	198.25	
Director's expenses (scouting & misc.)	565.11	
Cross & Brown (rental 280 Madison Ave.)	839.44	
Collector of Internal Rev.(280 Madison)	90.50	
Printing and Publication expenses	2,750.96	
Projection Room	985.00	
Miscellaneous	405.07	
Total College Adm. expenses	$15,139.65	
Balance returned to Foundation	7,458.59	
Laurence Hammond Productions	5,500.00	
Harry S. Goodman, Distributor	7,500.00	
Total Expenditures		$35,598.24
Balance		$5,577.12

Cash in Montclair Trust	$5,692.92	
Tax Withheld	115.80	
Balance		$5,577.12

REPORT OF COLLEGE HIGH SCHOOL

1946-1947

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Director

REPORT OF COLLEGE HIGH SCHOOL - 1946-1947

I. Trends and Developments

Following the past war period College High School was so congested with college and high school students that it was difficult to keep the identity of the high school. We showed a marked development in the development of this identity in 1947-1948. A beginning was made in a new junior high school educational program. 1947-1948 should show a decided growth in our educational program in this field.

The G.I. program and the program for the children were hard to fuse. This was attempted and at the close of the year the older men had accepted the idealism necessary for right character development in our high school. The soldiers actually helped our situation before the year closed.

II. Statistics

Enrollment 1946-1947

	Boys	Girls	Total
7th	12	14	26
8th	14	17	31
9th	12	17	29
10th	15	16	31
11th	14	15	29
12th	11	13	24
Totals	78	92	169

OBSERVATION RECORD

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
English	154	468	415	374	150	70	24	2	253		1908
SoclSt.	107	406	416	349	342	194	105		108	2	2029
Math.	186	624	557	297	416	96	164		389	13	2742
Sci.	41	122	64	62	102		13		10		414
Lang.	25	124	199	281	133	32	54		81	1	930
Misc.		2	4	2	20	11	10		20	4	73
Total	513	1746	1655	1365	1163	403	370		861	20	8096

III. Recommendations

1. The high school should have a few young teachers. Our faculty needs the older men which have carried the load through the years, but as vacancies occur young blood is needed.

2. An increased emphasis on the junior high school program should be made.

President Harry A. Sprague
State Teachers College
Montclair, New Jersey

Dear President Sprague:

I am happy to make the following annual report of the Department of English for the college year 1946-1947.

I Trends, Developments and Activities

The academic year 1946-1947 presented a constant challenge to the English Department. Enrollments increased beyond the figures of the previous college year. The total number of enrollments was 3098 which was divided among 119 sections making an average class size of 26. In the undergraduate divisions of the regular college year, September 9, 1946 to June 12, 1947, total registrations were 2437 divided among 82 sections which raised this class average to 31 students. The number of electives offered continued to be few, so class size of courses required of English majors continued large. The number of sections required for the Cultural Background in World Literature courses took the full time of four members of the staff, and the number of sections of the Fundamental Speech course made it difficult for speech minors to complete the requirements for the minor within the allotted time.

The return of Captain William Paul Hamilton from Army service increased the department to ten full-time members and one part-time member. Mrs. Evelyn Oelen was secured as Director of Publicity to replace Mrs. Seabury B. Hough, who resigned to accept a position at Upsala College. In addition to the preparation of publicity materials in connection with the Citizens' Committee, Mrs. Oelen taught a section of Composition and a course in Radio Script Writing. This course presented

President Harry A. Sprague
State Teachers College
Montclair, New Jersey

Dear President Sprague:

I am happy to make the following annual report of the Committee of faculty for the college year 1956-1957.

I. Courses, Curriculum and Activities

The academic year 1956-1957 presented a common problem to the English Department. Enrollments increased beyond the figures of the previous college year. The total number of registrations was 2058 which has shifted among 117 instructors ranging in teaching loads from 6 to 24. In the undergraduate division of the regular college year, September 9, 1956 to June 13, 1957, total registrations were 1627 divided among 82 sections which raised this class average to 21 students. The number of elective offered continued to be low, in spite also of crowded required of English majors continued large. The number of instructors offered for the Children's Enrollments in which elementary education and the full case of less members of the staff, and the number of sections of the Freshmen English course made it difficult for teaching staff to complete the requirements for the minor which the students have.

The return of Dr. Dennis William Jones from long service increased the department to ten full-time members for the available sections. Mrs. Irving Fisher was appointed in January to the place Mrs. Lawrence E. Hough, who resigned to accept a position in Hunter College. In addition to the increase of teaching personnel in connection with the curriculum committee, Mrs. Jones taught a section of Composition and a course in Basic Journal Writing. This course attracted

a fifteen-minute program over WPAT and used a script on the building needs of Montclair which had been prepared by a member of the class. Dr. John W. McCain of Winthrop College was secured to replace Mr. William D. Beauchamp who resigned to continue his study for the doctorate at Teachers College of Columbia University. Mr. J. Stephen Bloore, A.M. of New York University was hired as an instructor in World Literature and Dr. Helen L. Ogg returned from a year's leave of absence to assume her position as Head of the Department of Speech.

The following contributions of the English Department to the professional development of the College and to its social and intellectual life are herewith reported:

A. During the fall semester a series of six fifteen-minute radio programs entitled "Life at Montclair" was presented over station WPAT, Paterson, in which the Departments of English, Speech, and Music jointly participated.

B. The testing program in Speech and Composition was continued and progress of individual students was recorded. Copies of test results are on file in the English Office.

C. Mrs. Evelyn Oelen replaced Mrs. Lucia D. Hough as Director of Public Relations and worked intensively with the Citizens Committee in distributing publicity concerning the building program. In the spring her course in Radio Script Writing presented an original script describing the crowded conditions at Montclair.

a Citizenship program was not and was a model in the building
mind of Kentucky which has been pressing in a number of its minds.
Mr. John F. Wilson of Windsor College has service in building Mr.
William D. Lawrence are working to continue his work for Mr.
Mr. at Teachers College of Columbia University. Mr. A. Andrew Kerr,
A.M. of New York University was also at an instructor in world citizen-
ship and Dr. Milton S. Ogg returned from a year's leave of absence to
assume her position as head of the department of Sociology.

The following contributions of the Junior Department to the
professional development of the College and to its social and intellec-
tual life are worthy mention:

1. During the fall semester a series of six citizenship round
programs entitled "Life as Democracy" was presented over
station WHAS, Louisville, in which the department of Sociology,
Speech and Music joined with students.

2. The twelve journal in Speech and Composition was continued
and programs of individual students was included. Copies of
your results are on file in the Speech Office.

3. Mrs. Helen Grace produced Mrs. Lucile F. Wright in charge
of Public Relations and worked intensively with the Citizens
Committee in distributing publicity concerning the building
problem. In the course of course in Data Gathering students
presented an original survey concerning the economic conditions
of Monticello.

D. Production in the College High School auditorium of "The Trial of Mary Dugan" under the direction of Mr. Bohn was presented for five performances in November to a total of 850 people. Twenty-three students participated as actors and thirty-seven were employed on the backstage crews. Mr. Bohn asked to be relieved of dramatic assignments in the spring semester, and Mr. Fox took over the entire job of the production of the spring play "Claudia", which was presented in April for a total of six performances to 1300 people with a cast of eight members and twenty-seven on the backstage crews. Ten students in the Play Production class assisted in this production. At the request of the Veterans Administration, Mr. Fox took "Claudia" to the Halloran Hospital on Staten Island on May 9, 1947 where they played to more than 400 disabled men, most of them in wheel chairs or in beds equipped with rollers. A breakdown of the time required of Mr. Fox for the spring production is appended.

The Twelfth Grade of College High School utilized the College High School auditorium to present "You Can't Take It With You" for three nights for the benefit of the College High School Scholarship Fund. At the annual Commencement exercises the class turned over to Mr. Seybold $200 in U. S. Government bonds. This production was under the general supervision of Mr. Bohn but directed by a twelfth grade student, Robert Wilkens.

Production in the College high school auditorium of this Irish
of Mary Joseph under the direction of Mr. John Del Prado
for this performance is available on a total of 200 evening
Production students, including 14 sisters and 3 brothers
were assigned on the production crews. Mr. Tony Lewis, in the
absence of Dominic Ventimiglia in the spring semester, did
Mr. Fox took over his entire job of the production of the
spring play "Blindfold", which was presented to sold out
of six performances in 1980 during which a cast of seven
and twenty-seven on the backstage crews. Was directed by the
The production staff received no more promotions. At the
request of the Fathers workshopping, the Drama Production
in the Building Department on Jesse Island. On the 7, that
had planned to have that the Chairman was sick of that it
visual design on Jesse Mountain with reflect. A discussion
of the site requires of Mr. Fox for the action committee to
approved.

The Theatre Dance of Delaney High School presented the Junior
high School auditorium to attend the Jesse Tree 21 (21) year
The Dance Studio for the benefit of the Delaney High School
Scholarship fund. At the Jesse Tree Department Dance the
class forms give to Mr. Jeffrey Cole in a. Department
Dance. This production was done the general assembly of
Mr. Dean had directed by a faculty dance student, Laura
Villano.

E. Effective and efficient was the service of the Library during the critical book shortage. The courtesy and cooperation of Miss Cook and her staff helped many students overcome the handicap of no text books and the staff was at all times sure of having the sources they need for teaching needs. Miss Cook continues to provide class instruction for Freshmen Orientation, Sophomore Composition classes, and Senior Methods classes in all departments. She assisted the Head of the Department in the large class in Literature for Adolescents and Mrs. Winchester made available the resources of the College High School collection of books for boys and girls.

F. Supervision of thirty-five English majors was conducted by Messrs. Bohn, Conrad, Hamilton, McCain, Salt and Fulcomer. A total of ninety-one visits was made and thirty-four students completed their student teaching assignment.

G. On February 18, 1947, the English Department served as host to a regional discussion group of English teachers met to consider the proposed Language Arts Bulletin of the State Department of Education. More than 150 English teachers, supervisors, high school principals and superintendents attended a discussion. The Head of the Department served as moderator and Dr. Heber Ryan represented the State Department of Education. Mr. George Salt served as moderator at the meeting held at Jersey City.

H. The Choral Speaking class under the direction of Dr. Ogg presented a Spring Recital at Russ Hall on May 27, 1947 which

E. Efficiency and efficient use the services of the library during the critical book situation. The teaching and cooperation of the Card and the Staff helped keep students previous the handicap of a lack book and the staff was at all times ready of having the books that were for checking books. This was convenient so special class assignments for freshman orientation, bibliography composition classes, and faculty reading courses at all departments. The existing lay down of the Carnegie in the Lathe state is inadequate for educational use and, therefore, has been practically the overflow of the college high school activities of books for boys and girls.

F. Organization of student-life facilities seems to be concerned by every. Dean, Jones, Hastings, Morris, Hall and Sylvester. A total of eleven-one chairs are used for curriculum-over students completing their student teaching assignment.

G. On January 16, 1940, the Faculty Committee served as last to a revised discussion group of Faculty members who in attended the general Campus-wide Institute of the Iowa Department of Education. Here then the Faculty members, administrators, and school patrons and superintendents attended a discussion. The dean of the Department served as moderator and Mr. Lyons the representative for State Department of Education. Mr. Lyons will attend a conference of the district held at Jerome City.

H. The School Speaking plays under the direction of Mr. Hill presented a Spring Festival at Iowa Hall on May 27, 1937 which

was attended by many speech teachers in this vicinity. Zeta Phi, an organization of students interested in speech, presented in the radio series entitled "Life at Montclair" a presentation of "Autumn Magic", a program of choral speaking. At Christmas time they revived their traditional Christmas program and in May presented an intimate and unusual evening of varied speech activities.

I. Professor Spears resumed the advisership of the Montclarion upon his return from Chile; Quarterly appeared regularly under the guidance of Mr. Conrad; The Senate met monthly at the home of Mr. Bohn; and Aldornia, the English Honor Society, was recruited to full strength in May when thirteen students, eight of them men, were elected to active membership. Only the Poetry Club failed resuscitation, although a group of students interested in Modern Poetry met informally at the home of Mr. Salt upon several occasions.
Mr. Bohn served as instructor at Teachers College, Columbia University, during the spring semester and Dr. McCain served as visiting lecturer at American University, Washington, D. C. during the 1947 summer session. Mr. Conrad gave his annual course in Creative Writing at the Women's Club of Upper Montclair.

J. The Head of the Department continued to serve as consultant to the Language Arts Commission of the State Board of Education, lectured before clubs and P.T.A. groups in various sections of the State, served as final judge in the annual Oratorical contest held by the American Legion; as final judge in the Regional Writing Awards of Scholastic Magazine National Awards in Creative Writing; as final judge of poetry in the State Contest of the Federated Women's Clubs; as a career day speaker at Newark, Cranford, and

was attended by many speech teachers in Self-Evaluation. Into this, an opportunities of Industry laboratories in cooperation in the radio service medicine that it is definitely a demonstration of Airtime Rights, a program of course (Monday). In Statistics this day-evening visit Institutional Relations program and in my assessment on internal and external training of trained speech activities.

2. Performance dramatic research for achievements of the Speech-Hearing Clinic this school year Dental Speech expanded activities and gra- duate of Mr. Conrad. The Speech and Hearing at the time of Mr. Hoag and Economics, the Digital Sound Study, was involved in this strength to say some further problems, hours of time and, time always do working conditions. Into the Speech Clinic Fellow research- ing, although a group of students interested in Speech Health as informally as the time of Mr. Bell was several sessions.

Mr. John Lerud is instructor at Teachers College, Columbia University, during the spring semester and Mr. Donald Lerud is teaching lecture at Hamilton University, Washington, D. C. during the fall semester session. Mr. Lerud also will teach course in Phonetics training at the Speech Clinic of Speech Pathology.

3. The time of the Department available be spent as suggested in the Language Arts Committee of the Three Years of Education, learned where study and S.E.A. group is making services of the Study, based on Final Study in the Speech Department, review held by the Speaking Department as Final Study in the National Training Board of Broadcasting Education National Speech in Theatre training as Final Study of Speech in Mr. Hale Summer of his Speech Study be a career for dramatic or theatre, commerce, and

WoodrRidge, and as a guest of the Montclair Operetta Club played the leading role of Baron Popoff in the spring production of "The Merry Widow".

II. Enrollment Statistics

SUMMER SESSION--SECOND SIX WEEKS
July 8, 1946---August 16, 1946

Course Number	Course Title	Semester Hours	Number of Sections	Average Size	Instructor
S100A	World Literature, I	3	1	36	Mr. Bohn
S100B	World Literature, II	3	1	37	Dr. Krauss
S200A	Composition	3	1	39	Mr. Conrad
S200B	Fundamentals of Speech, I	3	1	21	Mr. Fox
S301A	Literature for Adolescents	2	1	14	Dr. Fulcomer
S322	Oral Interpretation	2	1	10	Mr. Fox
S401	Methods of Teaching English	3	1	15	Dr. Fulcomer
S405	The Victorian Poets	2	1	22	Dr. Krauss
S407	Br. and Amer. Biography	2	1	18	Mr. Conrad
S419	Grammar for Teachers	2	1	22	Dr. Fulcomer
S431B	Shakespeare, II	2	1	12	Mr. Bohn
S435	Play Production	2	1	14	Mr. Fox
S442B	Amer. Literature, II	2	1	21	Mr. Conrad
S446	The One-Act Play	2	1	19	Mr. Bohn
S510	Edmund Spenser	2	1	11	Dr. Krauss

Total Enrollment 311
Total Number of Sections 15
Average Class Size 21

Goodenough, and at a dinner at the Boonville Country Club given the Training Unit of Camp Tupper in the entire membership of the Rotary Club.

II. Specimen Exhibitions

Boonville Theatre-Museum Exhibition
July 8, 1941—through July 20, 1941

Number	Course Title	Number of Specimens	Number of Exhibitions	Average Time
5100A	World Civilization, I	3	4	3m.
5100B	World Civilization, II	3	3	7m.
5200A	Conservation	3	3	9m.
5200B	Fundamentals of Speech, I	3	3	8m.
5202A	Literature for Adolescents	3	3	14m.
5202	Oral Interpretation	3	3	8m.
5301	Teaching of Reading Skills	3	3	13m.
5301	The Victorian Novel	3	3	8m.
5307	Ex. and Inter. Kindergart	3	3	6m.
5315	Dramatic Arts Theatre	3	3	8m.
5315A	Dramatics, II	3	3	8m.
5315	Film Production	3	3	14m.
5315B	Dram. Interpretation, II	3	3	8m.
5325	The Comedies Play	3	3	9m.
5325	Shaper Theatre	3	3	14m.
	Total Presentations		40	
	Total Number of Exhibitions		35	
	Average Class Size		27	

REGULAR SESSION
Fall, 1946

Course Number	Course Title	Semester Hours	Number of Sections	Average Size	Instructor
100A	World Literature	3	2	25	Mr. Bohn
100A	World Literature	3	3	33	Mr. Hamilton
100A	World Literature	3	5	31	Mr. Bloore
100B	World Literature	3	1	17	Dr. Krauss
200A	Composition	3	4	21	Miss McKinney
200A	Composition	3	1	25	Dr. McCain
200B	Speech	3	3	31	Mr. Fox
200B	Speech	3	2	34	Dr. Ogg
101	Language Arts	4	2	40	Mr. Conrad
101	Language Arts	4	1	18	Dr. McCain
201	Poetry	4	2	40	Mr. Salt
204	Extemporaneous Speaking	2	1	20	Dr. Ogg
301B	Shakespeare	2	1	50	Mr. Bohn
301B	Shakespeare	2	1	25	Mr. Hamilton
310	Journalism	2	1	45	Dr. Spears
312	Acting	2	1	20	Mr. Fox
401	Methods	3	2	18	Dr. Fulcomer
402	Survey of Brit. Literature	4	2	23	Dr. Krauss
408	Creative Writing	2	1	10	Mr. Conrad
410	Major Speech Defects	2	1	7	Dr. Ogg
417	Methods - Speech	2	1	13	Dr. Ogg
420	High School Classics	2	1	22	Mr. Hamilton
421	Short Story	2	1	9	Mr. Conrad
430	Reading in Sec. School	2	1	3	Dr. Sperle

Total Enrollment 1209
Total Number of Sections 41
Average Class Size 29

PART TIME AND EXTENSION
Fall, 1946

Number	Title	Semester Hours	Number of Sections	Average Size	Instructor
100A	World Literature	3		3	Mr. Hamilton
200B	Fundamentals of Speech	3		1	Dr. Ogg
200B	Fundamentals of Speech	3		2	Mr. Fox
402	Survey of Brit. Literature	4		1	Dr. Krauss
A409	Teach. & Appreciation of Poetry	2		9	Mr. Salt
A438	Masters of Amer. Lit.	2		16	Dr. Fulcomer
A449	Public Speaking	2		7	Mr. Fox
A506	John Milton	2		13	Mr. Hamilton
A511	Hist. of Literary Criticism	2		17	Dr. Krauss

Total Extension Enrollment 69
Average Extension Class Size 10

REGULAR SESSION
Spring, 1947

Course Number	Course Title	Semester Hours	Number of Sections	Average Size	Instructor
100A	World Literature	3	1	36	Mr. Bohn
100A	World Literature	3	2	33	Mr. Salt
100B	World Literature	3	5	29	Mr. Bloore
100B	World Literature	3	3	32	Dr. McCain
100B	World Literature	3	3	30	Mr. Hamilton
100B	World Literature	3	1	30	Dr. Krauss
102	Drama	4	2	47	Mr. Bohn
200A	Composition	3	4	19	Miss McKinney
200A	Composition	3	1	24	Mrs. Oelen
200B	Fundamentals of Speech	3	2	27	Dr. Ogg
200B	Fundamentals of Speech	3	3	36	Mr. Fox
202	Prose Fiction	4	2	31	Dr. Krauss
202	Prose Fiction	4	1	30	Dr. McCain
208	Advanced Fund. of Speech	3	1	23	Dr. Ogg
301A	Adolescent Literature	2	1	42	Dr. Fulcomer
302	Survey of Amer. Literature	4	1	56	Dr. Fulcomer
302	Survey of Amer. Literature	4	1	31	Mr. Conrad
324	Minor Speech Defects		1	21	Dr. Ogg
407	Brit. & Amer. Biography		1	55	Mr. Conrad
419	Grammar for Teachers		1	12	Mr. Hamilton
422	17th Century Literature	2	1	31	Mr. Hamilton
435	Play Production	2	1	11	Mr. Fox
444	Radio Writing	2	1	11	Mrs. Oelen
448	Choral Speaking	2	1	24	Dr. Ogg

Total Enrollment 1228
Average Class Size 30

PART TIME AND EXTENSION
Spring 1947

Number	Title	Semester Hours	Number of Sections	Average Size	Instructor
	Students Registered Thru Part Time Division in Regular Classes				
A100A	World Literature Part I	3	1	1	Mr. Salt
A100B	World Literature Part II	3	1	2	Mr. Hamilton
A102	British & Amer. Drama	4	1	1	Mr. Bohn
A200B	Speech	3	1	1	Dr. Ogg
A301A	Literature for Adolescents	2	1	1	Dr. Fulcomer
A422	17th Century Literature	2	1	2	Mr. Hamilton

Total Enrollment 8

Course Report

Course List

Course	Course Title	Number of Students	Number of Sections	Average Class Size	Instructor
1000	Intro. Chemistry	3	1	30	Mr. Jones
1001	Intro. Chemistry	3	1	27	Dr. Hall
1002	Intro. Chemistry	3	1	29	Mr. Clarke
1003	Intro. Chemistry	3	1	28	Mr. Smith
1007	Intro. Chemistry	3	1	29	Mr. Smith
1008	Intro. Chemistry	3	1	30	Dr. Taylor
100	Opera	4	1	27	Mr. Bach
1021	Cinematography	3	1	19	Miss Gardner
1023	Cinematography	3	1	24	Mrs. Tabor
1040	Fundamentals of Speech	3	1	28	Mr. Lee
1047	Fundamentals of Speech	3	1	28	Mr. Lee
102	Prose Fiction	4	1	24	Mr. Dryer
102	Prose Fiction	4	1	30	Mr. Hodges
10	Elements Phys. of Chemis	3	1	31	Dr. Ma
1014	Introduction Astronomy	3	1	28	Dr. Fulmer
1041	Survey of Amer. Literature	3	1	30	Dr. Fleming
1042	Survey of Amer. Literature	3	1	31	Dr. Conway
1111	Music Appreh. Survey		1	32	Mr. Cole
1127	Arts. & Amer. Biography		1	35	Mr. Orford
1130	Composer Top Symphony		1	13	Mrs. Smallman
1201	Intro Culture Linguistics	3	1	27	Mr. Mullins
1213	Play Production	3	1	12	Mr. Ivy
1221	Media Writing	3	1	13	Miss Tyler
1223	Comedy Speaking	3	1	14	Mr. Ivy

Total Enrollment 1274
Average Class Size 30

Course Report

Course List

Course	Course Title	Number of Students	Number of Sections	Average Class Size	Instructor
1300	Social Influence Form 2	3	1	8	Mr. Hall
1307	Soci. Influence Form 17	3	1	8	Mr. Smallman
1310	Intro. & Amer. Prose	4	1	8	Mr. Jones
1317	Drama	4	1	8	Mr. Ivy
1318	Literature for Elementary	3	1	8	Dr. Fulmer
1327	19th Century Literature	3	1	8	Mr. Smallman

Total Enrollment 8

PART TIME AND EXTENSION (CONT'D.)
Spring 1947

Course Number	Course Title	Semester Hours	Number of Sections	Average Size	Instructor
	Students in Part-Time Courses				
A432	Development of Drama	2	1	8	Dr. McCain
A435	Play Production	2	1	10	Mr. Fox
A441	Med. Epic Saga and Romance	2	1	12	Dr. Krauss
A445	18th Century Literature	2	1	12	Mr. Bohn
A454	Training the Voice	2	1	22	Dr. Ogg
A507	Critical Writing	2	1	8	Mr. Salt
A516	Lang. Probl. in the Eng. Curriculum	2	1	11	Mr. Conrad

Total Enrollment 83
Average size extension classes 12

9-WEEK SUMMER SESSION
1947

Course Number	Course Title	Semester Hours	Number of Sections	Average Size	Instructor
100A	World Literature	3	1	24	Mr. Bohn
100B	World Literature	3	1	24	Dr. Krauss
200A	Composition	3	2	20	Mr. Hamilton
200A	Composition	3	1	23	Mr. Bohn
200A	Composition	3	1	14	Dr. Krauss
200B	Speech	3	2	21	Mr. Fox
200B	Speech	3	1	24	Dr. Fulcomer

Total Enrollment 9-week session 190
Average class size 21

Total English enrollment for year 3098
Average class size for year 31

PART TIME AND EXTENSION [CONTINUED]
Spring 1967

Course Number	Course Title	Sem. hr. Credit	Number of Sections	Average Size	Instructor
	Students in Part-Time Courses				
4179	Development of Prose	3	1	8	Dr. Nelson
4429	Film Production	3	1	10	Dr. Fry
4441	Mod. Lyric Poet and Poetry	3	1	15	Mrs. Crouse
4443	19th Century Literature	3	1	12	Dr. Moore
4454	Speaking the Drama	3	1	22	Dr. Ogg
4507	Criminal Pleading	3	1	8	Mr. Lyle
4518	Lang. Prob. in the Sup. Curriculum 3		1	11	Dr. Perry
	Total Enrollment		80		
	Average size schedule classes		12		

9-WEEK SUMMER SESSION
1967

Course Number	Course Title	Sem. hr. Credit	Number of Sections	Average Size	Instructor
1001	Social Literature	3	1	21	Dr. Lane
3000	World Literature	3	1	24	Dr. Bryant
3004	Composition	3	2	19	Mr. Sullivan
3004	Composition	3	1	25	Mrs. Bohn
3004	Composition	3	1	14	Dr. Stevens
3020	Speech	3	2	23	Mr. Hue
3020	Speech	3	1	24	Dr. Dickson
	Total Enrollment 9-week session		300		
	Average class size		21		

Total English enrollment for year 3000
Average class size for year 15

Two English majors, Dorothy G. Bruley and Emanuel Raff, were candidates for the degree of Bachelor of Arts cum laude in June, 1947. James Devenport, George H. Dukes, Grace L. Nixon, Genevieve M. Walsh and Julian Ziegler received the degree of Master of Arts in English at that time.

III Department Roster

Professor Edward S. Fulcomer Ed.D Department Head

Associate Professor Lawrence Conrad A.M.

Associate Professor William Paul Hamilton A.M.

Associate Professor Russell Krauss Ph.D.

Assistant Professor John W. McCain Ph.D.

Assistant Professor Harold Bohn A.M.

Assistant Professor Eula McKinney A.M.

Assistant Professor Helen L. Ogg Ph.D.

Instructor J. Stephen Bloore A.M.

Instructor L. Howard Fox A.M.

Instructor George Salt A.M.

Assistant Instructor Evelyn Oelen A.M.

IV Recommendations

A. To strengthen the emphasis upon Junior High School instruction which the department should make at this time, it is recommended that an instructor sufficiently trained and experienced at the Junior High School level be secured to continue the development of the College Junior High School program so ably begun by Mr. Salt. This instructor should be assigned to a Methods Section in the fall semester and to the supervision of student teaching of those students in that Section in the spring semester.

B. Since the Cultural Background courses concern themselves largely with the general cultural level of the entire student body, it is recommended that for an English minor a minimum of twelve semester hours in content material in American and English Literature be required in addition to the twelve hours obtained in the Cultural Background courses.

C. Since the increasing size of the student body has demanded such an unusual amount of the time of the English staff, it is recommended, as in the report for the school year 1945-1946, that a staff member having if possible the qualifications of former Assistant Professors Cayley or Beauchamp be secured to assume the responsibility for the work in World Literature. This individual should be interested in a testing program at this level and in this area. Results of testing procedures in this area might be used as the basis for a doctoral thesis or for professional publication. Sufficient time has now elapsed in the utilization of this type of material at the Freshman level for the Department and the College to be able to speak with authority on the suitability of such materials for students offering such diverse backgrounds as our entering Freshmen possess.

D. If and when a competent successor to Dr. Ogg is secured, it is recommended that steps be taken to organize and implement a Speech major at New Jersey State Teachers College at Montclair. The diversity of Speech activities described in this report indicates that despite our lack of facilities for dramatic production, such a major can be implemented within the physical limitations of the college at present.

Respectfully submitted,

Ed S Fulcomer

Edward S. Fulcomer
Head of Department of English

July 1, 1947

ESF:ER

2. Since the Ontario Professional Teacher Training Institute lacks the general cultural level of the college student body, it is recommended that the English office a course of basic instruction aimed to develop relevant to teaching and English literature to students who do lacking in the basics needed in the Ontario Secondary Schools.

3. Since the immediate aim of the student body was described most as general knowledge of the idea of the English Study, it is recommended, as is the reason for the general year included, that a staff member devoted if possible his qualifications of teaching evaluation evaluation during the summer be assigned to assess the recommendations for the work in both directions. This individual would be interested in a teaching program at this level and to interview. Results of teaching procedures in this area might be used as the basis for a research inquiry or for professional publication. Difficulties have been encountered in the utilization of full time of material in the Freshman Years for the professional use the College is able to secure with authority or the authority of such material. For students attending some Ontario Undergraduate in our teaching Freshman Students.

4. If had been a competent authority in it, the it would, it is recommended this study be taken to implying and initiated a Master major in the Teaching Freshman English at Queen's. The University of Queen's contributed heavily to this study provided facilities and assistance of faculties and students particularly, and a debt was to be acknowledged within the physical facilities of the university.

Respectfully submitted,

Donald E. Kirkham
Head of Department of English

July 2, 1957

CLOCK HOURS SPENT IN DIRECTING
AND STATING CLAUDIA

Directing:			
	Reading plays	8	
	Casting	10	
	Rehearsing	67	
	Preparing script	10	
	Show	22	
		116	116
Technical work:			
	Designing	15	
	Building, painting	54	
	Erecting	20	
	Lighting	8	
	Conferences	10	
		107	107
			223 or 12.4 clock hours per week in an 18 week semester.

Respectfully submitted,

L. Howard Fox

[illegible]

[illegible]

[illegible]	5	
[illegible]	3	
[illegible]	17	
[illegible]	10	
[illegible]	[illegible]	
	115	115
[illegible]		
[illegible]	13	
[illegible]	31	
[illegible]	20	
[illegible]	8	
[illegible]	[illegible]	
	307	
		422

[illegible] of [illegible] [illegible]
[illegible] [illegible] [illegible]
[illegible] [illegible]

[illegible]

[illegible]

LITERARY ACQUAINTANCE COOPERATIVE TEST SERVICE
AMERICAN COUNCIL ON EDUCATION
June 5, 1947

Name		Scaled Score
1. Neild, Joan		75
2. Hunziker, Walter		73
3. Wilkins, Robert		71
4. Reid III, Thorburn		70
5. Willett, Robert	National 75% 67.43	69
6. Adolf, Phyllis		67
7. Pike, John		66
8. Genou, Joan		66
9. Becker, Beverly		62
10. Choate, Bette	National Median 60.75	61
11. Wettyew, Diane	CHS 12th Grade Median	60
12. Promfret, Maureen		59
13. Vollinger, Floyd		57
14. Vander Schaef, Betty		57
15. White, Joan		56
16. Flanders, Jane		55
17. Smith, Douglas		53
18. Geismar, John		52
19. Lobsen, Theodore		51
20. Ripley, Louise		51
21. Quackenbush, James		49
22. Macfarlane, Jocelyn	CHS 7-12 Median 47.5	48
23. Cassel, Raymond		47
	Range 75-47	

Based upon scaled scores of students in Eastern private schools and high schools with high percentage of college-bound students.

LITERARY COMPREHENSION COOPERATIVE TEST SERVICE
AMERICAN COUNCIL ON EDUCATION
June 9, 1947

Name		Speed of Comprehension		Level of Comprehension	
1. Pike, John		81		71	98%
2. Adolf, Phyllis		81		67	
3. Choate, Bette		80	99%	70	
4. Willett, Robert		76		68	
5. Reid III, Thorburn		75		67	
6. Pomfret, Maureen		69		64	
7. Wedum, Carol		68		63	
8. Wilkins, Robert		68		63	
9. Neild, Joan		68		63	
10. Genou, Joan		68		63	
11. Macfarlane, Jocelyn		67		71	85%
12. Geismar, John	Class Median	66	Class Median	61	
13. Hunziker, Walter		64		67	
14. White, Joan		64	91%	61	
15. Smith, Douglas		62		59	
16. Wettyew, Diane		62		59	
17. Vander Schaef, Betty		62		59	
18. Becker, Beverly		60		57	

LITERARY INVESTIGATIONS COOPERATIVE TEST SERVICE
BOSTONIAN COUNCIL OF INVESTIGATORS
June 5, 1947

Name	Analysis Score
1. Bailey, John	[illegible]
2. Bumpkins, Willie	[illegible]
3. Wilkins, Robert	[illegible]
4. Hale III, Thorpe	[illegible]
5. Collier, Robert	[illegible]
6. Wright, Phillip	[illegible]
7. Tyler, John	[illegible]
8. Curtis, [illegible]	[illegible]
9. Swain, Timothy	[illegible]
10. Trudeau, Willie	[illegible]
11. Vanzyne, Diane	[illegible]
12. Fumerton, Rodney	[illegible]
13. Valintyn, Diane	[illegible]
14. Vanner Schaef, Betty	[illegible]
15. Wiley, Jane	[illegible]
16. Fumerton, Jerry	[illegible]
17. Smith, Donald	[illegible]
18. Gilmer, Lyle	[illegible]
19. Jones, Frederick	[illegible]
20. Curtis, Louise	[illegible]
21. [illegible], Diane	[illegible]
22. Innocentius, Jerry	[illegible]
23. Dawson, Thomas	[illegible]

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Please give special marks of consideration to [illegible] which [illegible] also [illegible] with high percentage of [illegible].

LITERARY INVESTIGATIONS COOPERATIVE TEST SERVICE
BOSTONIAN COUNCIL OF INVESTIGATORS
June 5, 1947

Name	[illegible]	[illegible]
1. Ross, John	[illegible]	[illegible]
2. Idolf, Phillip	[illegible]	[illegible]
3. Thomas, Anita	[illegible]	[illegible]
4. Villers, Robert	[illegible]	[illegible]
5. Hale III, Thorpe	[illegible]	[illegible]
6. Fumerton, Rodney	[illegible]	[illegible]
7. Swain, Timothy	[illegible]	[illegible]
8. Gilmer, Robert	[illegible]	[illegible]
9. Bailey, John	[illegible]	[illegible]
10. Simon, John	[illegible]	[illegible]
11. Waterfield, Phillip	[illegible]	[illegible]
12. Gaines, John	[illegible]	[illegible]
13. Bumpkins, Willie	[illegible]	[illegible]
14. Wiley, Jane	[illegible]	[illegible]
15. Smith, Douglas	[illegible]	[illegible]
16. Vanzyne, Diane	[illegible]	[illegible]
17. Vanner Schaef, Betty	[illegible]	[illegible]
18. Dawson, Beverly	[illegible]	[illegible]

LITERARY COMPREHENSION COOPERATIVE TEST SERVICE (CONT'D.)

Name	Speed of Comprehension		Level of Comprehension	
19. Cassel, Raymond	60		62	
20. Flanders, Jane Anne	60	80%	57	73%
21. Lobsenz, Theodore	59		60	
22. Quackenbush, James	58		55	
23. Vollinger, Floyd	54		57	
24. Ripley, Louise	51		51	

Percentile rules based upon entering freshman tested at beginning of school year. Scaled scores indicate high degree of ability for successful freshman work in college.

DEPARTMENT OF EDUCATION, STATE TEACHERS COLLEGE, [illegible]

Annual Report to the President, December 1, 1947

Introduction

This report will follow the three parts suggested in Dr. [illegible]'s memorandum of August 5, namely:

1. Developments and Trends.
2. Special Features and Accomplishments
3. Problems and Recommendations

I. Developments and Trends

A. Freshman Course

Trends in enrollment here at the College take before the Education Department specific problems concerning its offerings. One of these has to do with the freshman course, Introduction to Teaching. When we reorganized the course two years ago we retained its more promising features at the time, and made the addition of a unit built around classroom teaching here at the College High School. Since then the course has been made up of these three units, each taught by a person selected as most competent for that phase of the work:

(7 weeks) 1. Social Competence (Miss Sherwin)

(5 weeks) 2. Introduction to College (Dr. Jackson)

(7 weeks) 3. Introduction to Teaching (Dr. Powell, or another department member)

Thus we have built a course, two units of which find only two people of the college at his command to handle - Miss Sherwin and Mr. Jackson. These units deal with a specific knowledge of the course life and ways, and proper adjustment to and participation in this life. So as the College grows, and more sections of this course are needed, we face a problem in respect to the class hour demands of this course upon these two instructors.

The other unit was built around the actual observation of the College High School, to present the freshman with a picture of the school and its place in the training program here, and to give his some initial experiences in getting into the classrooms and observing first hand. Needless to say, the rapid increase in the size of the freshman classes these past two years, since this part of the course was inaugurated, forces upon us a change in the nature of this unit. The College High School, in its size of enrollment and its limited space in the classrooms, for proper observation purposes can serve only a college of about 500 students.

This coming fall the Integration Department has to back down from its fine intentions in its original planning of this 101 course, and to make way for numbers. Half of the freshmen will be handled in the course the first semester and half the second. Perhaps 200 will take the course in the fall. They will not be set up into 7 sections as should be the case, but in only 3 sections. This is to enable us to use Miss Sherwin and Mr. Jackson, whose heavy duties limit their teaching time. Three more sections will be offered in the spring.

The classes will be taught in a large room, perhaps College High auditorium and each will be covered by Miss Cherrin, Mr. Jackson, and Dr. Spears, each handling his respective unit. Observation of teaching must be eliminated, due to the reasons set out above.

B. Student-Teaching

Trends in enrollment also present our department an amazing problem in respect to student teaching assignments. It is becoming more difficult to get students accepted in the schools in their practice teaching assignments. Three factors are involved.

1. A greater number of students to be assigned.

2. The acceleration means a good-sized group going out in the fall also. This means approaching many schools with requests twice a year, and it is very easy for them to feel that they have done their part if some student was there from the school the previous semester.

3. Problems within the schools themselves. The natural turnover of teachers in many schools of the state, due to poor salary conditions and wartime interruptions, has led many school administrators to shy away from anything that could lead to make the management situation of his school more unstable. It is natural to look upon the practice teacher as an unknown quantity that may tend to disturb the controlled situation that school organizations seek.

4.The indifference of our graduate toward jobs. Another factor that may be expected to contribute to this problem is the apparent indifference of so many of our seniors toward taking positions in the schools. If this grows it will tend to aggravate this problem of placement of student teachers.

C. Placement Trends

Although the Placement Staff of 1946-1947 could cannot be recorded until after this report is in, it should be mentioned that there has been noted a definite tendency on the part of our graduates to limit their consideration of teaching assignments to the small number of jobs meeting the standards they have set up for themselves.

1. They want to live at home, and they want a position within commuting distance.
2. They set salary standards often out of line with reality.
3. They want senior high school work, and seldom consider junior high school or upper grade positions.

D. Enrollment Trends

There is no reason for our concern to stop and consider what this, since we have all freshmen coming through the college and regular courses, and offer no electives.

Our classes for fall will be even larger enrollments, and we should think about or mention the [illegible] is considerable.

II. Special Features and Accomplishments

A. Report on Graduate Division

In April, 1947, there were 47 graduate students who finished the correspondence assignments in the Integration Development for their M.A. degree. There were four students who met the requirements for the degree by presenting a thesis. Most of these concerned with defense in June.

This interest in our Master's degree work has been increasing and promises to continue to do so. The following study reveals the extent of our graduate enrollment, and its significance to the whole graduate school, for the fall and spring terms of these last two years.

INTERNATIONAL DEVELOPMENT GRADUATE COURSES

	Fall 1945	Spring 1946	Fall 1946	Spring 1947
Average number students, classes with paid instructors	24.5	39	31.3	34
Number of classes, paid instructors	8	8	10	10
Approximate average revenue per class, figured $16 per student for 46-47, and $12 per student for 45-46; and $20 per veteran in 46-47 classes.	$342.0	$456	$544	$404
Additional revenue for extra course work for which International Instructors received no compensation, as Saturday courses, seminars, etc.	$[illegible]	$1000	$1000	$[illegible]
Total graduate students enrolled	246	393	340	431

Remarks

(1) These figures do not include undergraduate students who have been served through the graduate courses.

(2) The size of classes for 1946-1947 was as follows:

Fall: 49, 40, 33, 34, 35, 33, 24, 21, 16, 11 (Only 22 in the Saturday course, our instructor from campus not paid)

Spring: 72, 53, 47, 47, 34, 30, 27, 17, 15, 11 (Only 52 in the Saturday course, our instructor from campus not paid)

(3) There promises to be an even greater enrollment in our courses next year, due to the up-grading in teachers' salaries in the New Jersey schools, and the encouragement the Board's new salary schedule gives the teacher to secure a Master's degree.

(4) Dean Hetrick, in early May, notified us that the graduate school budget for the coming year was cut, and consequently fewer classes in our Department would have to be offered. I was forced to cut our last year's schedule of 16 in the fall and 10 in the spring to 9 in the fall and 10 in the spring.

There our classes averaged 30 this past semester, they will no doubt average between 40 and 45 next year. This means even fewer classes, less knowledge of the graduate candidate by the instructor, and in the end lower standards of achievement for the degree.

(5) I would recommend that each instructor with a class in excess of 30 students be given some assistance in the grading of paper work, so that he will be encouraged to maintain the work standards that he would have held to with a smaller group. Large classes discourage paper work.

(6) I would recommend that if classes in the fall run over 35 average in our Department, additional offerings be added and publicized in October for the spring term.

We should carefully estimate the enrollment in our department's graduate work for each semester and set up enough classes to hold down the average to 30 in a class. This figure not only enables the department to finance its instruction, but still provides revenue to help

carry the load of small classes in subject departments that do not carry themselves.

This past semester the Integration Department enrolled 414 freshman students as compared with 342 for all other departments combined. Our matriculations for the degree were 225 as compared with 242 for all other departments combined. At commencements this spring and summer the Doctor's degree was awarded to 47 in Integration as compared to a total of 45 for all other departments.

B. Student Teaching Program

This last school year we had an unusually successful experience with the student teachers. The failures were at a minimum, due to the close integration of our supervision of the program. As mentioned above, we do face the problem of securing difficult to place all the seniors in student-teaching assignments. It seems at present more help is going to have to be given to this work, not that it is a year-round task, and one of increasing difficulty.

III. Problems and Recommendations

Problems outlined above are:

1. Inadequacy of the College High School. Steps should be taken to enlarge the high school at once. If the present high school is built to serve a college of 500, the present college calls for a high school of 400 students.

2. Student-teaching. The college needs to be aware of the problem connected with this work, and to seek solutions constructively.

3. Placement grants. I would welcome your views to strengthen this vital function. I have also in the Bundle [illegible] details of our [illegible] activities of the institutions as I see them.

4. Department size. It is quite likely that with the [illegible] teaching load in the [illegible], a Department will need to [illegible] full time [illegible]. In [illegible] average 45 or more students.

5. Graduate program. We should [illegible] to include more classes, [illegible].

6. The College High School. [illegible] annual report [illegible] (1) the [illegible] on the school, and (2) the [illegible] [illegible] [illegible] [illegible] [illegible] previous statement.

Sincerely yours,

Harold Spears

Harold Spears, Head
Department of Instruction

ANNUAL REPORT OF THE LANGUAGE DEPARTMENT FOR THE YEAR 1946-1947

A. Developments and Trends- General

During the year covered by this report the expectations noted in the report of 1946 have been amply substantiated. The number of students at Montclair has increased beyond the capacity of our permanent buildings and the prospective registration for next year bids fair to exhaust the additional accomodations provided by the newly erected temporary buildings.

Last year the increase in registration was not felt severely in the Language department. Many young people who came to college brought neither interest nor previous education suited for success in the study of foreign languages. To keep up with the increase foreseen in our Spanish registration an additional teacher of Spanish was welcomed to the language staff during the current year. We are hoping that this addition may be able to cope with our situation at the opening of the fall semester. Advanced registration figures for 1947 indicate continued interest in Spanish, considerable increase in the number of students of French and an unexpected group of students in Latin.

The excellent situation in Spanish is to be attributed to the steady emphasis on that language during the war years. The increase in registration for French indicates a welcome lessening of the disparagement of French study noted during the same war period. The modest registration for Latin has in all probability two causes: (1) the lukewarm attitude of so many people toward the subject as of little usefulness in these days of emphasis on the so-called utilitarian subjects (2) the curtailment of advanced high school Latin classes due to the impact of the compulsory United States history course placed by most high school principals in the junior year. From this history requirement Latin suffers along with all other junior year electives subjects but to a greater extent. It is reassuring to note the pronounced increase in Latin classes on the ninth and tenth grade high school levels. This however is not of great assistance to the Latin registration at Montclair as we are reluctant to admit students who have not studied Latin more than two years in the high schools unless evidence of high scholastic ability has been definitely indicated in their total high school pictures. The facts that Montclair is preparing more major Latin students than all the other specialized educational institutions of New Jersey and that the demand for our Latin graduates is far greater than we can supply testify to the esteem in which our product is held and suggest that something ought to be done by the authorities to correct the present high school situation regarding Latin. The correction will hardly be made before the authorities get a clearer understanding of what has caused the present interest in Basic English.

Development and Trends-Particular

1. The Spanish Curriculum

The swing toward the study of Spanish which began during the war became so pronounced during 1946-1947 that an additional instructor was hired to lessen the strain of Professor De Escoriaza. The new instructor, Dr. Sylvia Scheinen, was with us until the end of the fall term when she resigned. Her place was taken by Miss Filomena Peloro, a recent graduate of Montclair and thoroughly cognizant of our high standards. Under Miss de Escoriaza's supervision we expect to upgrade her work until she is familiar with our entire Spanish curriculum. By the addition of a second teacher of Spanish we were able to take care of the large Spanish division but the prospects for the coming year with a heavier registration make us doubtful of continued success. We are faced again with classes larger than the accepted number of twenty to a class. Our early adoption of the Direct Method in the teaching of modern foreign languages, to which I may say our great success in that field is attributable, requires that a class include not more than twenty students. A greater number makes it impossible to get a real response from every student at every class period. This impairs the effectiveness of Direct Method teaching. The Spanish staff will be overloaded again this year.

In line with the trends in Spanish teaching, Miss de Escoriaza is continuing her emphasis on the study of South America. At present she is in South America absorbing the latest information about the different countries she covers in her work. She is preparing to offer an elective in Spanish to our seniors this fall aby means of which she hopes to fill in her complete picture of Spanish Civilization.

2. The French Curriculum

Our French curriculum has been considerably strengthened this year by the study of conditions in France by Miss Tenone during an entire summer spent in Grenoble. Mrs. Cressey has studied in New York Colleges throughout the year despite a heavy schedule. Both teachers have been gratified by the noticeable increase in French registration. They regret the unevenness of the entrants for French, a situation caused by the looseness of French teaching during the war. It is probable that this situation will continue for some years, at least until the output of the high schools during the war shall have passed by college age. For the present it has appeared ad isable to reorganize our French offering in the freshman year placing greater emphasis on fluency and correct pronunciation. The lack of preparation in grammar on the part of our freshman students is painfully apparent.

3. The Latin Curriculum

During the past year a slight change was made in the organization of the Latin curriculum for the freshman year. The unevenness of the preparation of our students on entering college was very easily noted and the fact that many came in with only two years of previous study in

Latin forced us to insert excerpts from Cicero and Vergil to make up in part for the lossof the usual advanced Latin courses in high school In this way the class was brought more nearly to a decent level of achi ment. I believe the same effort will have to be made during the coming year. At the end of the next year the increase in work by the Latin teachers will make it necessary to add a teacher to the Latin division. The College High School Latin classes are heavier each year and the direction of the Language department requires increasing attention

4. The Language Curriculum

In my last report I outlined the history and development of our course entitled, Foundations of Language. This course under the great leadership of Miss Littlefield, an authority in the allied subjects of Linguisitics and Phonetics, has become more important with each passing year. This has been due to several causes not the least of which is the catholicity of the education of the professor. It would be difficult to find an instructor of equal proficiency in the ancient and modern language fields, as the college curricula of the present day do not produce teachers of similar attainments. The Foundations of Language course has meant much to our students because in this day of narrow and specialized education this course has been almost the only avenue by which the importance of a knowledge of foreign languages has been impressed upon students who have successfully avoided them throughout their high school years. Because of the difficulty of securing even reasonably prepared assistance for Miss Littlefield, her classes have increased in registration beyond the limits of efficiency. Despite the overload she has accepted the conditions cheerfully. The great increase in registration for next year will bring her situation into unpleasant prominence.

5. Departmental Activities

As usual the activities of the Language department were continued on the scale required by the uncertainty of the postwar period. Our club meeting were carried on without much change. The Spanish department prepared and presented a number of programs. The help given us by the presence of Miss Peloro on our staff was very acceptable. Not only did Miss Peloro teach regular Spanish classes but took over the teaching of Spanish songs and dances, devoting to this work many hours of extra time. During this year no students were sent abroad for study. The conditions in Europe seemed unfavorable and no student elected to spend time in Mexico. During the past summer, however, two of our students have gone to Guatemala and several are attending the University in Mexico City and Laval University in Quebec. Miss Tonone is spending the summer in France and Miss de Escorizaza is at present in South America. Mrs. Cressey continued her courses in New York City as did Miss de Escoriaza. Dr. Freeman continued his work as chairman of the Joint Activities Committee of the Ancient and Moder Foreign Language Teachers of New Jersey. Miss Littlefield gave considerable time to her book on linguistics.

ENROLLMENT DATA

Undergraduate

	July-August 1946			Sept.-Jan. 1947				Jan.-June 1947			
French course				101	201	301	402	102	202	302	404
				17	14	6	17	8	15	5	15
Latin course	402			101	201	301		102	202	302	404
	1			13	17	10		12	11	6	6
Spanish course	407			101	201	301	402	102	202	302	404
	4			44	29	16	14	38	23	16	7
Language course	300	401	415	300	401	415		300	415		
	44	5	15	133	18	38		121	13		

Graduate

No graduate courses were offered by the language department during this year. The present M.A. requirements at college set 16 semester hours of graduate work in the major field as a necessary part of the 32 aggregate units for the M.A. degree. Only eight of these may be transferred from another graduate school. It seems impossible for the present language faculty to offer graduate courses to meet these requirements as all members are completely occupied by work on the undergraduate level.

C. STAFF AND STAFF CHANGES

The language staff for the past year is as follows:

W.H. Freeman	Head of the department and Professor of Languages
Ethel F. Littlefield	Assoc. Professor of Languages
Teresa de Escoriaza	Ass't. Professor of French and Spanish
Germaine P. Cressey	Ass't. Professor of French
Valentine Tonone	Ass't. Professor of French
Lydia Caliandro	Instructor in High School Latin
Filomena Peloro	Instructor in College Spanish
Sylvia Scheinen	Instructor in Spanish

D. Recommendations

Our present plight in the matter of employing new teachers at Montclair caused by the unprecedented expansion of our student body and the necessity that classes be covered without fail suggests to me two important recommendations:

As I believe that the standards of language instruction can hardly be maintained by transient teachers and that everything should be done to retain the competent professors we now have I recommend that measures be taken to insure the continuance of Miss Littlefield's teaching until she reaches the age of retirement understood by her at the time she was employed. Not only do we need her services as long as she can legally perform them but I see no possibility of securing an adequate replacement. for her even if she is allowed to retire at the originally suggested date.

The aim of the present age of retirement directive which seeks to lower the budget by dispensing with top grade teachers five years in advance of the usual age and replacing such teachers with employees at a lower salary level can only result in the loss of efficiency especially in this period of educational uncertainty. Such tactics when known ro the prospective teachers can only result in a further retreat from the profession by young people who would really be valuable recruits.

I suggest too that Miss de Escoriaza and Mrs. Cressey be accorded the preferment in rank and recompence in agreement with their education and worth to Montclair. This I have strongly recommended for years as my previous reports will prove. I have not the words to express my amazement at their loss of the triple increment after nearly twenty years of splendid service and I think that if any other teacher to whom the increment was denied has since had it restored that these two teachers eminently deserve similar treatment. I need not add that in this period of sudden resignations I am very anxious to maintain my present staff intact.

T. H. Freeman Ph.D.
Head - Language Dept

REPORT OF MATHEMATICS DEPARTMENT
FOR
ACADEMIC YEAR ENDING
September 15, 1947

I. TRENDS AND DEVELOPMENTS

The enrollment of the college continued to grow during the year, mainly through the admission of qualified veterans. This growth presented many problems to the members of the mathematics staff, problems concerned with the selection and the adjustment to college courses of veterans with mathematical training which had been interrupted for several years. At mid-year, when some 14 mathematics majors were admitted, it was found impossible to offer a section of Math. 101 for these entering students. To have offered Math. 101 would have meant that it must be followed by Math. 102 in summer school. The available summer school staff would not permit this. Dr. Fehr was to teach at Columbia University and Professor Clifford wished to have the summer free to work on his dissertation for the doctorate.

Both Mr. Auer and Mr. Budne decided that they could not continue to teach but must devote full time to completing work for the doctor's degree at Columbia University. Both young men are working in special fields in statistics.

President Sprague's announcement that enrollment next year might be double that of pre-war years made necessary plans for additional help of half of a man's time. To find the three men needed was a difficult task in the face of the shortage of teachers of mathematics. The college was fortunate in securing the following:

REPORT TO ADMINISTRATIVE DEPARTMENT
FOR
ACADEMIC YEAR ENDING
September 15, 1947

I. TEACHER AND DEVELOPMENTS

The enrollment of the college continued to grow during the year, mainly through the admission of qualified veterans. This growth presented many problems to the members of the administrative staff, problems concerning with the selection and the adjustment to college courses of veterans with extensive training which had been interrupted for several years. At mid-year, when some 14 additional faculty were admitted, it was found impossible to offer a section of Math. 101 for these entering students. To have offered Math. 101 twice more meant that it must be followed by Math. 102 in summer school. The available summer school staff was not certain this. Dr. Fair was to teach at Columbia University and professor Grifford wished to have the summer free to work on his dissertation for the doctorate.

Both Mr. Jones and Mr. Jones decided that they could not continue to teach and must devote full time to completing work for the doctor's degree at Columbia University. Both young men are working in special fields in statistics.

President Sweetser's announcement that enrollment next year might be twice that of pre-war years made necessary plans for additional help of half of a teacher's time. To find the three men needed was a difficult task in the face of the shortage of teachers of mathematics. The matter was referred to committee the following:

Dr. Irvin Brune was appointed assistant professor. Dr. Brune comes from the University of Ohio where he obtained his doctorate in semantics.

Mr. George Kays received his bachelor's and master's degrees at Montclair. He was appointed instructor. Mr. Kays is taking work at Columbia University toward the doctorate in mathematics.

Mr. Max Sobel, who received his B.A. at Montclair in 1947, was appointed assistant instructor to teach half-time while he pursued graduate studies at Columbia University.

The objective of the College is the training of teachers for positions in the schools of the state, mainly in the junior and senior high schools. Hence, a member of the Department of Mathematics must continually bear in mind that his function is the training of high school teachers, not the preparation of candidates for the study of pure mathematics. A recognition of this fact implies that attention must be paid to the development of elementary skills in manipulation, in problem solving, in blackboard drawing, and in chalk talks. While this attention must be evident in all years of the college work, the freshmen and sophomore years are years of particular importance. Hence the course in Mathematics 101 - 102 is to be modified to place more emphasis on intermediate algebra. Also, so that the students may have the benefit of using the slide rule in subsequent years, that computing device is to be taught in the freshman year. In addition to this a test, which it is hoped will be both inventory and diagnostic, is to be given early in the first year.

As in the past, members of the mathematics staff have made important contributions and have rendered valuable services to the teaching of mathematics in both the state and the nation. It should be noted that

Dr. Irvin Roome was appointed assistant professor. Dr. Roome came from the University of Ohio where he obtained his doctorate in mathematics.

Mr. George Kaye received his bachelor's and master's degrees at Montclair. He was appointed instructor. Mr. Kaye is taking work at Columbia University toward the doctorate in mathematics.

Mr. Max Sykel, who received his B.A. at Montclair in 1947, was appointed assistant instructor to teach half-time while he pursued graduate studies at Columbia University.

The objective of the College is the training of teachers for positions in the schools of the state, mainly in the junior and senior high schools. Hence, a member of the Department of Mathematics must continually bear in mind that his function is the training of high school teachers, not the preparation of candidates for the study of pure mathematics. A recognition of this fact implies that attention must be paid to the development of elementary skills in manipulation, in problem solving, in blackboard drawing, and in chalk talks. Note this attention must be evident in all years of the college work, the freshman and sophomore years are years of preliminary instruction. Hence the course in Mathematics 101 - 102 is to be modified to place more emphasis on intermediate algebra. Also, so that the students may have the benefit of using the slide rule in subsequent years, that computing device is to be taught in the freshman year. In addition to this a test, which it is hoped will be both inventory and diagnostic, is to be given early in the first year.

As in the past, members of the science-math staff have made important contributions and have rendered valuable services to the benefit of mathematics in both the School and the nation. It should be noted that

many hours of service to the teachers of New Jersey are not mentioned in the list that follows. These include individual conference, correspondence, and not to be ignored, long telephone conversations with teachers. The topics on which teachers sought advice ranged widely. There were problems about courses of study and syllabi on which chairmen of committees sought advice; there were problems in the individual classroom; there were problems concerned with the operation of the New Jersey Association of Mathematics Teachers and of its numerous committees and of its publication, the NEW JERSEY MATHEMATICS TEACHER; there were other problems too numerous to mention which members of the Mathematics Department aided to solve. These services demanded not only the expert opinion of the members of the mathematics staff but also the expenditure of considerable money for which there was no return to the staff member. Other activities of department members follow:

DR. DAVID R. DAVIS

Dr. Davis attended the following conventions:

1. American Mathematical Society and the Mathematical Association of America, Cornell University, September 26-29, 1946.
2. Mathematical Association of America, New York, Brooklyn College, October 23, 1946.
3. New Jersey State Teachers Colleges, Trenton, N. J., October 1946.
4. Association of Mathematics Teachers, Rutgers University, May 3, 1947.
5. Mathematical Association of America, New York, Metropolitan Section, April 19, 1947.

He prepared an article on: Academic Life at Shrivenham American University. This article was published in the Bulletin of the Association of Mathematics Teachers of New Jersey.

many hours of service to the members of the Center are not mentioned in the line that follows. These include institutional membership, correspondence, and not to be ignored, some telephone conversations with members on topics on which members sought advice during visits. Were many problems about conversion of ability and skills on which members of committees sought advice; there were problems in the institutional review; there were problems concerned with the operation of the New Jersey Association of Marriage Counselors and of the Marriage Counselors Institute and of its publication, the NJAMC Journal Marriage Institute; there were other problems too numerous to mention which members of the Subcommittee Department called to solve. These services included not only the expert opinion of the members of the subcommittee staff but also the commitment of considerable money for which there was no return to the staff member. Other exhibition of department members failure.

(c) DAVID F. DAVIS

Mr. Davis attended the following conventions:

1. American Psychiatric Society and the National Association of Mental Hospitals, December 26-29, 1960.
2. Professional Association of America, New York, Hotel Commodore, October 21, 1961.
3. New Jersey State Research Council, Trenton, N. J., October 1962.
4. Association of Humanistic Teachers, Montclair University, Nov 2, 1967.
5. Humanities Association of America, New York, Metropolitan Museum, April 17, 1967.

He reported on Article on, Academic life at Montclair State College.

This article was published in the Journal of the Association of Humanistic Teachers of New Jersey.

Mathematics Report -

Activities of Dr. David R. Davis (continued)

He was moderator of a Panel Discussion at the meeting of the Association of Mathematics Teachers of New Jersey at Rutgers University on May 3, 1947.

He was discussion leader on College Preparatory Mathematics at a meeting of the Metropolitan section of the Mathematical Association of America at Brooklyn College, October 23, 1947.

He has done extensive editorial work on college mathematics texts for various publishers.

DR. HOWARD F. FEHR

Dr. Fehr's professional activities include the following:

He was co-chairman of the Salary Committee of the State Teachers Colleges with four combined meetings with the Commissioner of Education and the Education Committee of the State Board of Education. These meetings resulted in a new schedule adopted by the State Board and a request for three increments for the year 1948-1949 to put the schedule in force.

He was President of the Essex County Education Association which has a membership of 5400 public school teachers. This Association gave its annual dinner to the Essex County legislators, made a salary study of all Essex County Communities, and launched a program for higher professional standards for teachers.

He represented the Montclair Faculty at the annual meeting of the Teachers Pension and Annuity Fund.

He wrote four chapters in and was appointed editor of the Mathematics Section of the Book of Science to be published by the Grolier Society, Inc.

Mathematics Report -

Activities of Dr. David B. Davis (continued)

He was moderator of a panel discussion at the meeting of the Association of Mathematics Teachers of New Jersey at Rutgers University on May 3, 1947.

He was discussion leader on College Preparatory Mathematics at a meeting of the Metropolitan Section of the Mathematical Association of America at Brooklyn College, October 4, 1947.

He has done extensive editorial work on college mathematics texts for various publishers.

Dr. Davis B. Fish

Dr. Fish's professional activities include the following:

He was co-chairman of the Survey Committee of the State Teachers College with four municipal meetings with the Commissioner of Education and the Education Committee of the State Board of Education. These meetings resulted in a new schedule adopted by the State Board and a request for three interns for the year 1946-1947 to set the schedule in force.

He was President of the Essex County Convention Association which has a membership of 3400 music-school teachers. This Association gave its annual dinner to the Essex County Legislators, made a survey study of all Essex County Communities, and launched a program for higher professional standards for teachers.

He represented the Montclair Faculty at the annual meeting of the Teachers Pension and Annuity Fund.

He wrote four chapters in and was appointed editor of the mathematics section of the Book of Projects to be published by the Musical Society, Inc.

Activities of Dr. Howard F. Fehr (continued)

He was general chairman with Dr. Mallory as advisory chairman, of the Policy Commission of the Association of Mathematics Teachers of New Jersey. This Commission is now petitioning the State Department of Education to establish a joint committee to revise state syllabi in mathematics.

He attended a two day Audio-Visual Aids Conference in Mathematics at Columbia University on January 17 and 18.

He spoke to the Honorary Mathematics Club of Upsala College on Monday, February 17.

He attended and participated in the Annual Convention of the National Council of Teachers of Mathematics at Atlantic City on February 28 and March 1 and gave an address on the Use of Audio-Visual Aid in Mathematics.

He wrote an article published in the May issue of the Mathematics Teacher on The Place of Multisensory Aids in the Training of Mathematics Teachers.

He wrote an article published in the New Jersey Mathematics Teacher, May issue, on Meaning in Algebra.

He spoke to the Parent-Teachers Association of the College High School on Tuesday, May 13, on the Mathematics Program in the High School.

He gave the Commencement address at the graduation exercises of the College High School on June 11, 1947.

He gave an address at Teachers College, Columbia University, on July 24 at the mathematics teachers colloquium on Socializing Mathematics Instruction.

PROFESSOR PAUL C. CLIFFORD

Professor Clifford's professional activities include the following:

He attended the annual meetings of the following professional organizations:

Activities of Dr. Howard F. Fehr (continued)

He was general chairman with Dr. Mallory as activity chairman, of the Policy Commission of the Association of Mathematics Teachers of New Jersey. This Commission is now petitioning the State Department of Education to establish a joint committee to revise state policies in mathematics.

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He spoke to the Parent-Teachers Association of the Cranford High School on Tuesday, May 12, on the Mathematics Program in the Main School.

He gave the Commencement address at the graduation exercises of the College High School on June 11, 1947.

He gave an address at Teachers College, Columbia University, on July 24, at the mathematics teachers colloquium on Socializing Mathematics Instruction.

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He attended the annual meetings of the following professional organizations:

Activities of Professor Paul C. Clifford

The American Statistical Society at Washington, D. C.

The Institute of Mathematical Statistics at Atlantic City, N. J.

The National Council of Teachers of Mathematics at Atlantic City, N. J.

The American Society for Quality Control at Chicago, Ill.

The New Jersey Education Association at Atlantic City, N. J.

The New Jersey Association of Mathematics Teachers at New Brunswick, N. J.

He also delivered a series of five lectures to Wilmington, Delaware, Statistical Society on Industrial Statistics and Quality Control.

He was membership chairman of the Metropolitan Section of the American Society for Quality Control.

He was Chairman of the Constitution Committee of the American Society for Quality Control.

He was appointed Council Member of the New Jersey Association of Mathematics Teachers.

He was Chairman of the Exhibit Committee of the Convention of the National Council of Teachers of Mathematics at Atlantic City, N. J.

He was lecturer at the Conference on Statistical Quality Control sponsored by Newark College of Engineering.

He wrote a paper on Acceptance Sampling by Variables. This paper was published in Industrial Quality Control, March 1947.

He wrote Book Reviews in Journal of American Statistical Society, March 1947 and June 1947.

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DR. VIRGIL S. MALLORY

The Policy Commission of the National Council of Teachers of Mathematics, of which the Head of the Mathematics Department was a member, concluded its activities after meeting in New York and Washington. Dr. Mallory was appointed Chairman of the revision and editorial committee to prepare the GUIDANCE LEAFLET ON MATHEMATICS. This brochure attempts, without bias, to orient the high school student with respect to the vocations in which a foundation of mathematics is needed. This foundation of mathematics ranges from arithmetic and the elementary use of symbols in algebra and of intuitive and factual geometry for some 70% of the high school population to all of the sequential mathematics of the high school for that small percent (perhaps 20%) who will pursue studies in college in engineering or in preparation for higher studies in mathematics. THE GUIDANCE LEAFLET will be published by the U. S. Office of Education. This publication will insure its distribution to some 80,000 school districts. It will also without doubt, be reprinted in many current educational publications.

Dr. Mallory, as a Life Member of the Council of the New Jersey Association of Mathematics Teachers, actually attended or advised about all meetings of the New Jersey Association. He actively assisted in plans for the meeting of the National Council of Teachers of Mathematics at Atlantic City and was chairman of the program on general mathematics and that on arithmetic. He was able to secure as speakers such nationally known men as Schorling of Michigan, Grime of Cleveland, Grossnickle of Jersey City, and Thiele of Detroit.

As Advisory Chairman of the Policy Commission of the New Jersey Association of Mathematics Teachers, Dr. Mallory aided in counselling and smoothing out differences in the Committees on Arithmetic, on Junior High School

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Activities of Dr. Virgil S. Mallory (continued)

Mathematics, and on Senior High School Mathematics (both general and sequential or college preparatory). In this work he was assisted by Dr. Fehr who bore the brunt of the labor.

In addition to attendance at meetings of the Council, of Committees, and at conferences of the New Jersey Association of Mathematics Teachers, he talked before groups, large or small, of teachers, Rotary Clubs, Women's Clubs, and others, in general, on the topic of Mathematics in a Post-War World. He led the Conference of the New York City Association of Teachers of Mathematics and of Chairmen of Mathematics Departments on the topic, GENERAL MATHEMATICS.

He presented at this meeting some sixteen highlights on the teaching of general mathematics. These sixteen topics furnished interesting discussion. They are to be published in the New Jersey Mathematics Teachers.

On October 18, 1946 he addressed the Maryland Teachers Association at a Luncheon Meeting. This meeting was a pleasant one because he has many friends in the Maryland Association and has addressed them often before this time.

Dr. Mallory has secured some thirteen collaborators in the revision of his forty-eight texts in elementary, junior and senior high, and college texts. In this respect his free time is spent in editorial and consultation work instead of in original writing. His New Trigonometry with Answers and Key has at last been published. The Commercial Aritmetic, Child's Use of Number, Work Books in Arithmetic, and Work Book in Geometry are awaiting printing schedules, slow because of shortages in printing schedules or of glue, thread, cloth or paper.

Activities of Dr. Virgil S. Mallory (continued)

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II. ENROLLMENT DATA

Undergraduate

	Majors		Minors		Total	
	Oct. 1	Feb. 1	Oct. 1	Feb. 1	Oct. 1	Feb. 1
Freshmen	64	56	--	--	64	56
Sophomores	60	54	4	6	64	60
Juniors	38	38	14	16	52	54
Seniors	28	28	6	6	34	34

Graduate

M.A. degree. August 1947: Margaret Arnott, Jerome Drapkin, George Kays, James Kearn. Peter Hubiak did not appear for the final examination.

III. STAFF AND STAFF CHANGES

With the close of the 1946 summer session Mrs. Davis concluded her efficient services at the college. The department is grateful to Mrs. Davis for her effective help during the man-power shortage. Mr. Richard Auer, a graduate of M.S.T.C. of the class of 1938, who is pursuing work toward his doctorate in mathematics at Columbia University took her place, thus holding the position formerly held by Dr. Hildebrandt. Mr. Thomas Budne, who assisted so efficiently last year, was appointed as a temporary war emergency instructor.

Staff Members and the courses that they taught were:

Fall Term

Dr. Mallory: High School (grade 10), 201, 401, Supervision of Practice Teachers.

Dr. Fehr: High School (grade 12-6pd.), 301, 400, 405, 408.

Prof. Clifford: High School (grade 9), 300, 402, Supervision of Practice Teachers

II. ENROLLMENT DATA

Undergraduate

	Majors		Minors		Total	
	Oct. 1	Feb. 1	Oct. 1	Feb. 1	Oct. 1	Feb. 1
Freshmen	64	50	--	--	64	50
Sophomores	60	54	4	3	64	60
Juniors	38	38	14	10	52	34
Seniors	32	48	6	6	34	34

Graduate

M.A. degree. August 1947: Margaret Arnold, Lorene Dreskin, George Hayes, James Kearns. Peter Swirsk did not appear for the final examination.

III. STAFF AND STAFF CHANGES

With the close of the 1946 summer session Mrs. Davis completed her efficient services at the college. The department is grateful to Mrs. Davis for her effective work during the war-power shortage.

Mr. Richard Kent, a graduate of S.S.T.C. in the class of 1938, who is pursuing work toward his doctorate in mathematics at Columbia University took her place. Upon joining the faculty Mr. Kent was appointed as a temporary war emergency instructor.

Staff members and the courses they taught were:

Full Time

Dr. Walker: High School (grade 12), 302, Int. Supervision of Secondary Teachers.

Dr. Kent: High School (grade 12-Jrd.), 304, 400, 402, 404.

Prof. Clifford: High School (grade 9), 300, 401, Supervision of Primary Teachers.

Staff Members and the courses that they taught were: (continued)

Fall Term

Dr. Davis: High School (grade 11), 101, 301, 406B.

Mr. Budne: High School (grade 8), 101, 201, 300 (2 sections).

Mr. Auer: High School (grade 7), 101, 300, 403, 400 (2 sections).

Part-Time and Extension

Dr. Mallory: 501A

Dr. Davis: 511A

Dr. Fehr: 518

Mr. Clifford: 530

Spring Term

Dr. Mallory: High School (grade 10), 202, 403.

Dr. Davis: High School (grade 11), 102, 302, 403.

Dr. Fehr: High School (grade 12), 302, 403, 405.

Mr. Clifford: High School (grade 9), 202, 308, 403, 404.

Mr. Budne: High School (grade 8), 102, 202, 406A.

Mr. Auer: High School (grade 7), 102, 300 (3 sections), 304A.

Part-Time and Extension

Dr. Mallory: 501B

Dr. Davis: 511B

Dr. Fehr: 510C

Mr. Clifford: 523

Summer School

Dr. Davis: 301, 509A (6wk.) 515 (6 wek.).

Mr. Auer: 302, 400 (6 wk.), 400 (6 wk.).

Mrs. Davis: 300, 308 (6 wk.), 508 (6 wk.).

Mr. Ralph Miller: 401 (6 wk.).

IV. RECOMMENDATIONS

The Mathematics Department was given the opportunity to occupy the temporary structure F.W.A. 1. While this change is far from ideal, it

Staff members and the courses that they teach are: (continued)

Full Term

Dr. Davis: High School (grade 11), 101, 301, 403B.

Mr. Eudre: High School (grade 8), 101, 401, 300 (2 sections).

Mr. Auer: High School (grade 7), 101, 300, 401, 400 (2 sections).

Part-Time and Extension

Dr. Mellory: 302A Dr. Fehr: 312

Dr. Davis: 311A Mr. Clifford: 330

Spring Term

Dr. Mellory: High School (grade 10), 402, 403.

Dr. Davis: High School (grade 11), 101, 302, 403.

Dr. Fehr: High School (grade 12), 301, 402, 403.

Mr. Clifford: High School (grade 9), 102, 308, 401, 402.

Mr. Eudre: High School (grade 8), 102, 302, 402A.

Mr. Auer: High School (grade 7), 102, 300 (3 sections), 302.

Part-Time and Extension

Dr. Mellory: 303B Dr. Fehr: 310C

Dr. Davis: 311B Mr. Clifford: 330

Summer School

Dr. Davis: 302, 302A (6 wks.) 313 (6 wks.).

Dr. Auer: 302, 400 (6 wk.), 400 (6 wk.).

Mrs. Davis: 200, 302 (6 wk.), 302 (6 wk.).

Mr. Joseph Miller: 400 (6 wk.).

IV. RECOMMENDATIONS

The Mathematics Department was given the opportunity to occupy the temporary structure F.S.A. 1. While this change is far from ideal, it

does give the department some more office space, more space for the storing of equipment, and better lighting than it had in its former location. Services of the Mathematics Department to the High School Teachers of New Jersey will be increased by: (1) Additional office space for individual conferences. At present there are six instructors in an office 10 by 20 feet. (2) Laboratory equipment to provide drafting tables for the training of teachers of general mathematics. (3) An exhibit room to show New Jersey teachers the efficient use of teaching aids.

Undoubtedly additional help, at least half of a man's time, will be needed beginning February 1, 1948 and during the school year 1948-49. At the present time, it is impossible to give all of the courses that should be given.

Submitted by

does give the department some more office space, more space for the storage of equipment, and better lighting than it has in its former location. Reviews of the Mathematics Department to the High School Teachers of New Jersey will be increased by: (1) Additional office space for individual conferences. At present there are six instructors in an office 12 by 20 feet. (2) Laboratory equipment to provide drafting tables for the training of teachers of general mathematics. (3) An exhibit room to show new secondary textbooks the efficient use of teaching aids.

Undoubtedly additional help, at least half of a man's time, will be needed beginning February 1, 1949 and during the school year 1949-50. At the present time, it is impossible to give all of the courses that should be given.

Submitted by

ANNUAL REPORT
of the
MUSIC DEPARTMENT
1946-1947

I. TRENDS AND DEVELOPMENTS

1. Gifts to the College

   A. From Mr. William B. Alexander, of Montclair, a Huntington Upright Piano

   B. From Mrs. Thomas P. Alder, of Montclair, a collection of opera, oratorio scores, opera libretti, and piano music

2. Equipment Purchased

   A. Double B flat tuba

   B. Single French horn in F

   C. Double French horn in F and B flat

   D. One bass bow

   E. One viola bow

3. The C. O. S. Howe Memorial Organ Scholarships were held by Mrs. Loretta Taylor Ludlam, and Mr. Richard Barrows. Each student received a one hour lesson weekly from Mr. Carl F. Mueller throughout the school year.

4. The following school owned instruments were loaned to students for use in the college orchestra, band and music workshop.

(1)	Piccolo	Richard Oliver
(2)	Oboe	Rosolyn Solomon
(3)	Oboe	Charles Lubetkin
(4)	Clarinet	Robert Lloyd
(5)	Trumpet	Peggy Schley
(6)	Mellophone	Geraldine Ferrara
(7)	Baritone (new)	Sidney Kessler
(8)	Baritone (old)	Charles Keir
(9)	Trombone	Richard Barrows
(10)	B B flat tuba (old)	Frank Addesso
(11)	B B flat tuba (new)	Edward Brombach
(12)	E flat tuba	Joseph Ayres
(13)	French horn (old)	Phyllis Sooy
(14)	French horn (single)	John Force

(I. 4. continued)

(15)	French horn (double)	Gluckman
(16)	Viola	Norman Cox
(17)	Viola	Raymond Bedford
(18)	String Bass	Roger Kent
(19)	String Bass	Candida Liano
(20)	String Bass	Gene Consales

As a means of developing college orchestra and band, these students received regular instruction on these instruments throughout the shhool year.

5. Concerts and Extra-Curricular Music Activities

A. Piano Recital - Arno Balogh, October 30, Russ Hall

B. Thanksgiving Dinner Music by the Student String Trio, November 26, Russ Hall

C. Christmas Concert by the College Choirs, Orchestra, String Trio and Brass Quartet, December 16, First Congregational Church, Montclair

D. Christmas Concert repeated December 17, College Gymnasium

E. Old English Christmas Dinner Program by Music Workshop, December 19, Russ Hall

F. Faculty Concert, Charles Messinger, Tenor, Adna McEachern, piano, February 9, Russ Hall

G. Music Assembly, Choir, Student Trio, Alumni Day, February 12, Gymnasium

H. Concert, Matilda Strazza-Kahn, soprano, Emil Kahn, piano, February 23, Russ Hall

I. Concert, Simon Sadoff, pianist, March 2, Russ Hall

J. College Choir, Student Trio, March 1, Atlantic City

K. College Choir, Carl F. Mueller, Director, March 20, Gymnasium

L. Faculty Concert, Carl F. Mueller, organist, March 25, Russ Hall

(I. 5. continued)

M. Concert College Band, Ward Moore, Conductor, March 27, Gymnasium

N. Music Workshop, Edna McEachern, Director, May 25, Russ Hall

O. College Orchestra, Emil Kahn, Conductor, May 28, Gymnasium

P. Organ Recital, Loretta Ludlam and Richard Barrows, C. O. S. Howe Memorial Organ Scholarship Students, June 1, Russ Hall

Q. Baccalaureate Music by College Choir, Brass Octette, June 8, Gymnasium

R. Commencement Music , College Choir, College Band, June 13, Amphitheatre

6. Listening Room

The sound-proof Listening Room in the basement has become the center of extra-class musical life of the college. This room, equipped with record player and piano, is in constant use by students for listening to music and for rehearsals of various types of vocal and instrumental ensemble.

7. Metropolitan Opera Tickets

During the past year, seventy-two students have attended performances at the Metropolitan Opera, New York City. This has been made possible through the purchase by the Music Department of four season tickets at the Metropolitan Opera, which, in turn, have been re-sold to students.

8. Music Library

This year, as in past years, music students have facilitated the work of the Music Library in the following ways:

A. Project by the senior music students - a subject matter index for the following books and magazines in the library:

(1) Music Educators National Conference Annual Book of Proceedings

(2) Music Teacher's National Association, Annual Book of Proceedings

(3) Music Educator's Journal

(I. 8. continued)

B. Project by the junior music minors - "Music History Up To Date"; collecting music editorials, criticisms, reviews, etc., from the New York Times, Herald Tribune and World Telegram for Music History scrapbook, 1946. This is bound and placed in the library.

C. Project by the sophomore music minors. Subject matter index for the following magazines in the library:

(1) Musical Quarterly

(2) Modern Music

(3) Musical America

(4) The Etude

(5) The American Music Lover

9. Record Library

The Music Department takes charge of a library of over one thousand records - including symphonies, concertos, string quartets, operas, oratorios, art songs and piano works. These records have been catalogued according to title, composer and musical form. They are used in music classes in the college and college high school and by students and Faculty in the Listening Room.

II. ENROLLMENT DATA

1. Music Majors

Junior	4
Sophomore	15
Freshmen	15
January - Freshmen	7

2. Music Minors

Senior	6
Junior	6
Sophomore	10

3. General Students 403

4. Extension Students 54

III. STAFF

1.	Edna McEachern	Music history, music theory, music education and piano, full time
2.	Carl F. Mueller	College choirs and organ part time
3.	Emil Kahn	College orchestra, and related courses part time
4.	Ward Moore	College High School, college band and related music courses full time
5.	Paul Glass	Music appreciation, violin, instrumental ensemble, part time
6.	Viola Moore	Piano instructor - full time
7.	Charles Messinger	Voice instructor - part time
8.	Frederick Merle	Piano instructor - part time
9.	Beatrice Merlau	Clarinet instructor (hourly basis)
10.	Gerald Quinlan	Flute instructor (hourly basis)
11.	William Berce	Cello instructor (hourly basis)
12.	Alexander Omelczuk	Trumpet instructor (hourly basis)

IV. COURSES TAUGHT DURING 1946 - 1947

TITLE	NO. of SECTIONS	ENROLLMENT	INSTRUCTOR
Mus 100 Music Appreciation	9	403	McEachern Glass
Mus 101 Sight Reading and Ear Training	2	27, 7	McEachern
Mus 102 Advanced Sight Reading and Ear Training	2	24, 9	McEachern Moore
Mus 201 Harmony	2	14, 8	McEachern
Mus 207 Epochs in Musical Development I	1	28	McEachern
Mus 208 Epochs in Musical Development II	1	25	McEachern
Mus 205 Orchestra Instruments	1	23	Glass Moore
Mus 206 Band Instruments	1	14	Moore
Mus 305 Instrumental Technique	1	4	Kahn
Mus 306 High School Orchestras and Bands	1	4	Moore
Mus 401 Teaching High School Music	1	5	McEachern
Mus 413 Masters of the Symphony	1	15	McEachern
Mus 414 Modern Symphonic Forms	1	8	Kahn
Applied Music Primary Instruments		40	various teachers
Applied Music Secondary Instruments		60	various teachers

Extension Courses

Mus 302 A Cappella Choir and Choral Conducting	1	7	Mueller
Mus 499 Workshop in High School Music	1	27	McEachern
Mus 408 Wagner - Music Drama	1	18	McEachern

87. Medical Library United Lake - 1963

Title	No. of Volumes	Condition	Disposition
600. 100 Series Conversations	4	Old	Delivered Plans
600. 1-L Slide Rule and The Tutorial	1	75.7	Delivered
600. 101 Improved Slide Rule- Log and Ln Calculator	2	84.7	Delivered Funds
600. 102 Slurred	2	84.7	Delivered
600. 200 Speech in English Intermediate I	1	84	Delivered
600. 200 Speech in English Intermediate II	1	80	Delivered
600. 300 Dialectic Intermediate	1	77	Plans Funds
600. 300 Slide Instructions	1	14	Funds
600. 300 Instructional Supplier	1	4	Plans
600. 300 Slide-Lesson Workbooks and Tests	1	1	Funds
600. 311 Teaching Self School Tests	1	4	Delivered
600. 400 Slides 2-4 Min Speaking	1	77	Delivered
600. 410 Modern Conversation Course	1	8	1.5%
Building Slide Library Instructions		40	Various Teachers
Typical Slide Accessory Instructions		2	Various Teachers
Spanish Section			
600. 400 Spanish Slide and Cover Conversation	1	8	Delivered
600. 400 Speaking in Slide School Tests	1	77	Delivered
600. 401 Figure - Slide Tests	1	14	Delivered

V. STUDIES UNDERTAKEN BY THE DEPARTMENT

1. A syllabus for the teaching of Harmony - McEachern

2. The Music Workshop - an account of the organization, projects and materials used in the Music Workshop at the State Teachers College at Montclair - McEachern

3. Assembling books, illustrative materials and records for the course in American Music offered in Summer School, 1947 - McEachern, Glass

VI. RECOMMENDATIONS

I wish to make the following recommendations relative to the Music Department:

1. The expansion of the present music major of 43 semester hours to 54 semester hours (see Proposed New Music Curriculum, attached)

2. Further enlargement of the physical equipment of the Music Department to include:

   A. Three sound-proof studios with grand and upright pianos

   B. Eight sound-proof practice rooms available throughout the school day

   C. A music classroom large enough to accommodate the freshman classes in music appreciation. This classroom should be equipped with a grand piano and a record playing machine.

   D. A band and orchestra rehearsal room with sufficient storage space so that instruments, stands, etc., need not be moved in and out for rehearsal. This room should not be subject to "being taken away" for other purposes as often is the case in the College High School Auditorium.

3. A nominal fee to be charged all music majors for instruction in sub-credit bearing applied music. At present, seventy per cent of our music majors are admitted with a shortage in secondary piano. This means that they will need to study piano for one and even two years without credit before they can meet the entrance requirement and receive credit beyond this point. Sub-credit bearing instruction greatly increases the cost of educating a music major; and should, I believe, be taken at the student's expense.

VI. (continued)

4. The possibility of changing from the music major to music minor curriculum at the close of the freshman year for those students who in their first year's work have demonstrated that they have not the musical ability or the industry to pursue the music major.

5. Remedial Clinics in Music 101, Sight Reading and Ear Training, and in Music 201, Harmony, for those students unable to keep up with the regular class work.

Respectfully submitted,

Pearle Power

Head of the Music Department

August 14, 1947

NEW MUSIC CURRICULUM
(64 S. Hours)

REQUIRED MUSIC COURSES

I.	Music Appreciation and History		6
	Mus. 207, Epochs in Musical Development I	2	
	Mus. 208, Epochs in Musical Development II	2	
	Mus. 406, Modern Music	2	
II.	Music Theory		14
	Mus. 101, Sight Reading and Ear Training (3)	2	
	Mus. 102, Advanced Sight Reading and Ear Training (3)	2	
	Mus. 201, Harmony	4	
	Mus. 202, Advanced Harmony	4	
	Mus. 404, Form and Analysis	2	
III.	Professional Subject Matter and Music Pedagogy		18
	Mus. 305, Instrumental Technique	2	
	Mus. 306, High School Orchestras and Bands	2	
	Mus. 301, Choral Technique	2	
	Mus. 302, A Cappella Choir and Choral Conducting	2	
	Mus. 401, The Teaching of Music in the Secondary School	3	
	Mus. 403, Workshop in High School Music (Post Student Teaching Course)	2	
IV.	Applied Music and Ensemble		17
	Primary Instrument	7	
	Secondary Instrument	2	
	Music 205, Orchestra Instruments (2)	1	
	Mus. 206, Band Instruments (2)	1	
	Ensemble, Choir, Orchestra, Band and Music Workshop	6	
V.	Differentiated Required Courses		4
	A. For Instrumentalists (choose two from below)		
	1. Mus. 413, Masters of the Symphony	2	
	2. Mus. 414, Modern Symphonic Forms	2	
	3. Mus. 405, Orchestra Conducting and Score Reading	2	
	B. For Vocalists (choose two from below)		
	1. Mus. 402, The Art Song	2	
	2. Mus. 407, The Development of the Opera	2	
	3. Mus. 408, Wagner Music Drama	2	
	TOTAL S. Hours -		64

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

ANNUAL REPORT 1946-1947

Space will not permit a complete job analysis of the various topics of significance in this broad field, but the major accomplishments and suggestions listed seem to be most significant at this stage in the development of a unified program for this department.

ACCOMPLISHMENTS

During the year, a beginning was made in the unification of the various phases of the broad field of Health, Physical Education and Recreation. The personnel assisting in integrating the Professional Training, Required Physical Activities, Program for Atypicals, Varsity and Junior Varsity Athletics, Intramurals and Extra-curricular Sports Activities was as follows:

Mr. Alden C. Coder
Mr. Jerome DeRosa
Mrs. Edna N. Dexter
Miss Dorothy Duke
Mrs. Gladys Gogle Pratt
Dr. Margaret M. Wurts, the College physician, who taught two courses, Anatomy and Physiology and Kinesiology. Working part time with the College varsity sports program were Mr. Stanley Wnek, Mr. Jesse Jones and Mr. Robert Kuhn. Mr. Michael Standish worked part time, coaching the College High School Varsity Six-man Football, Basketball and Baseball teams. Special note should be made regarding the cooperation displayed by Dr. Wurts and her staff of the Medical Department and Mr. Leo R. Welch, Director of Safety Education for the State Commissioner of Motor Vehicles and his staff for conducting the Driver Education course in the Spring and Summer Sessions.

DEPARTMENT OF EDUCATION, PHYSICAL EDUCATION AND RECREATION

ANNUAL REPORT 1946-1947

Space will not permit a complete job analysis of the various types of significance in this broad field, but the major accomplishments and weaknesses are listed seem to be most significant as well as the development of a method process for this department.

Accomplishments

During the year, a beginning was made in the activities of the various phases of the broad field of health, physical education and recreation. The personnel worked on integrating the professional program, required physical activities, intramurals for individuals, faculty and junior varsity athletics, intramurals and inter-sorority sports activities was as follows:

Mr. Allen E. Duke
Mr. Jerome Lawson
Mrs. Ada R. Dunbar
Miss Dorothy Hale
Mrs. Hilary Hollis Davis
Dr. Benjamin E. Wells. The College physician, who

helped the program, Junior and Freshmen and Sophomores. Faculty and some of the College health sports program were Mr. Theodore Shaw, Mr. Jesse Jones and Mr. Ernest Lane. Mr. Lawson brought several girls home, coaching the College high school varsity eleven football, basketball and baseball teams. Special care should be made regarding the conservation activities by Dr. Wells and her staff of the Medical Department and Mr. Lee E. Evans, Director of Safety, directing the Safe Boulevard of Motor Vehicles and all which the responsible for the future development in the living and future centers.

During the past year the new Professional Training Program as outlined in the 1946-1948 College Bulletin was instigated. The program makes provisions for those desiring to minor in Health Education and Physical Education, as well as offering courses for those specializing in Recreation. The material offered was checked with the standards of the American Association for Health, Physical Education and Recreation, The National Recreation Association, the Teacher Training Division of the College Physical Education Society and the recommendations of the Division of Health, Safety and Physical Education of the New Jersey State Department of Public Instruction. While the offerings are not as complete as in institutions which have been specializing in Physical Education for a number of years, it does offer a total of 48 semester hours of professional training in the three fields mentioned; and is in line with the nomenclature used by the leading colleges training teachers in this field.

In an effort to broaden the training of the prospective teachers, steps were taken to integrate the program of this department with the other departments in the College. Special attention was given to the areas of Music, Art, Chemistry, Physics, Psychology, Sociology and Public Speaking, the outcome being a trained teacher who is not over-specialized in one particular field but one who appreciates the humanistic philosophy of teaching and fits him for the post-college period. It was the aim to educate prospective teachers so that they would be prepared, therefore, qualified for leadership in understanding and dealing with the problems of human relations so essential in guiding the secondary school child. By emphasizing a training based upon ideals and ethical problems, much was done to eliminate the humanistically illiterate teacher in the profession.

During the past year the Law Faculty's Teaching Program is continued to the Teaching Section initiated the Institute. The program from preparation for been directing to about 24 Junior Executive and Executive Officers, as well as officers-cadets for their training to Leadership. The material effort was devoted with the assistance of the Institute Association for Training, Technical Education and Research, The Business Executive Association, the Teacher Training Institute of the Ministry Education and the representatives of the Ministries of Interior, Trade and Industry of the Ben Jerusalem Technical Vocational Institute. While the Ministry are not in condition as to Instructors which have been specialized in Training Education for a number of years, it does offer a total of 12 semester hours of professional training in the Ben Zvi Institute monthly and is to time also associations used by the Institute colleague trained my lecturers in this field.

In an effort to broaden the Training of the productive teachers, steps were taken to interest the students of this department with the other departments in the University. Special attention was given to the area of Sociology, Economics, Teaching, Philosophy/Psychology and Public Speaking. The course under a Jerusalem Teacher who is not over-specialized in one particular field but one for a versatile job possibility ability-wise of teaching and also in the post-college period. It was the aim to develop Descriptive Teachers so that they would be prepared, therefore, qualified for leadership in administration and teaching with problems of human relations as essential in solving the secondary school child. In maintaining a teacher have open ears and animal problems and not have it interfere the humanitarian Literature Teacher in the preparation.

In order to complement the humanistic philosophy of education the following objectives were formulated:

a. To gain an understanding and appreciation of the physical and organic development of the secondary school pupil and the significance of improving body function.

b. To develop proper leadership so that sound moral ideals and social traits, desirable to make a good citizen, may be inculcated into the training of secondary school pupils.

c. To include stimulating experiences, physically and socially so that a definite contribution will be made to the psychological development of the high school students.

d. To develop the desired safety skills necessary for an appreciation of safe behavior in the secondary school pupil and the desire to assist others.

e. To incorporate sufficient recreational skills to enable the teacher to assist in the leisure time training program of the secondary school student, as well as providing a means of recreation for the prospective teacher in after college life.

In view of the fact that there were over 140 men and women specializing in Health, Physical Education and Recreation, it was suggested that a club be formed on Campus. The group met and adopted a constitution and chose as its name the ALLEN G. IRELAND CLUB in memory of the late Dr. Ireland who so ably guided the educators in the State while he was Director of Health, Safety, and Physical Education for the State of New Jersey. The club met with the most favorable respon se not only from the students and the people in New Jersey but throughout the country. Many commendable letters, as well as articles appearing in both state and national publications were written regarding the formation of the club in his memory.

Considerable time was spent in developing proper public relationship among the various groups interested in the field of Professional Training and Athletics. Numerous newspaper releases were sent out regarding the sports

To cover as comprehensively the basic objectives of education the following objectives were formulated:

a. To guide an understanding and appreciation of the physical and organic environment of the immediate school and the civic activities of learning to fit reality.

b. To develop proper habits, so that good moral habits and social skills, attitudes to make a good citizen, and to be conducted into the habits of producing school spirit.

c. To develop scientific thinking, particularly and analytic so that a logical conclusion will be made in the opinions about development of the old school community.

d. To develop the desired study skills necessary for an intelligent of with behavior in the community school such as the desire to learn more.

e. To incorporate sufficient functional skills to enable the student to learn in the future from learning acquired if the secondary school students, as well as developing a sense of responsibility for the productive member in adult society life.

In view of the fact that there were over 100 men and women involved in the study, logical sampling and interviews, it was decided that it could be based on chance. The group was not selected a priori but from the main the study is, therefore free of bias. Because of the lack of special or of any other the accuracy in the case was in the interest of testing, merely, the Ghanaian education for the place of the study. The also had to be from literacy which is the only thing the students and the people to be filled the questionnaire for accuracy. Any questionnaire received is not a sample to be to be made from all without questionnaires were written regarding the [illegible] of the site in the country.

Questionnaire was set a post to secondary school students [illegible] the system which concerned in the field of [illegible] training and education. Response analysis matrices were used and regarding the study

program, as well as over one thousand letters and bulletins to teachers, coaches, officials and sports writers. Contacts were made with the different state and national organizations mentioned in last years annual report to enlighten the citizens of the work at the College. In the local area the writer spent considerable time serving on the Executive Board of the Boy Scouts of America and the Advisory Board of the Montclair Recreation Department. Your director was asked to serve on the Physical Committee of the local Young Men's Christian Association and the Advisory Committee of the Council of Social Agencies for the Town of Montclair but declined in favor of someone residing in the community.

For the first time since the war, a complete Varsity Athletic Program was instituted. The same sports as formerly represented by the College were included, with the exception of wrestling. Wrestling was to be sponsored, but with the resignation of Mr. Voliva it was impossible to include the sport. Schedules were arranged with colleges Montclair had met in the past under Mr. Pittser's direction. Mr. Alden C. Coder served as Head Football Coach, assisted by Mr. Stanley Wnek and Mr. Jesse Jones. Six games were played, Montclair winning two games (Panzer and Trenton Teachers) and losing four games.

Basketball which had been continued during the war was continued, with Montclair winning fourteen games and losing seven. The Junior Varsity Basketball team won five games and lost five games. Mr. Coder and Mr. Kuhn coached the teams.

Four track meets were held with Montclair winning three and losing one. Mr. Coder was in charge of track.

Mr. Stanley Wnek, a former professional baseball player and a senior at the College, served as baseball coach. Eighteen games were scheduled, but due to the rain only twelve were played, Montclair winning seven and losing five.

Mr. DeRosa was faculty sponsor for the tennis and golf teams. Six

groups, as well as some non-Lennox citizens and officials in Lennox, Chatham, Ottawa and Sarnia districts. Contacts were made with the different local and national organizations available in Lennox. Every effort was made to maintain the attitude of the need of the policies. In the local area the Public Health Committee also acted as the Committee Board of the Council of Health and Welfare Board of the Community Development. Also directly had to serve on the Physical Committee of the Local Group Health Committee and the Advisory Committee of the Council of Social Agencies for the Town of Kingsville and Township of Gosfield in Essex County in the community.

For the first time since the war, a complete Family Health Program was initiated. The same effort as formerly recommended for the Children was initiated, with the exception of screening. Therefore was to be accomplished, but the preparation of Dr. Hulme is the importance in finding the study. Considerable work previous with multiple Sarnia was had to the work under Dr. Hilderth direction. Dr. Lynn C. Tucker served as Chief Medical Officer, assisted by Dr. Stanley Ward and Mrs. Jessie Jones. Our nurses were Miss Hughes, Dentists attending the clinic (Frazer and Cowden Thompson) and Lennox Town nurses.

Individual action was been continued during the year in the Lennox, Kingsville wherein Chatham Essex and Sarnia areas. The Public Health Inspectors were Miss Grace and Miss Lily Lewis. Dr. Bower and Dr. Ford assisted the Town.

Five cases which were not fully investigated during the year during Dr. Cooper was in charge of Essex.

Dr. Stanley Ward, a Junior Pathologist Medical Officer in a Medical in the College, served as Baseball Coach. Children clinic was conducted, Dr. Ward in the main only Lennox were charged, Kingsville charges were and Junior City. Dr. Tucker was Chief Officer for the Health and Welf Board. The

tennis matches were played with Montclair winning three. Montclair won four of the six golf matches scheduled.

Mr. DeRosa was assigned to stimulate interest in Intramural and Recreational activities for the student body. The Girls' Sports activities were under the capable leadership of Miss Duke and well attended as usual. Mr. DeRosa and Miss Duke organized several coeducational activities; the most successful from the standpoint of interest and participation were the bowling, fencing and archery. So much interest was shown in bowling that the coeducational swimming which was to have been conducted at the Y.M.C.A. was held over for next year. The informal intramural sports for men included touch football, basketball and softball, which were all that could be included with the facilities and personnel available the first year.

The Summer Session proved to be one of the best on record for the department with a higher average attendance than last summer. The following five courses were given:

1. Physical Education 202 - History and Principles of Physical Education
2. Recreation 203 - Introduction to Recreation
3. Health Education 204 - Driver Education
4. Physical Education 307-308 - Methods of Coaching and Officiating
5. Physical Education 409 - Organization and Administration of Physical Education

The course conducted by Mr. Franklin G. Armstrong, Health Education 401 - Methods and Materials in Health Education was discontinued because there were only seven registered for the course. It is interesting to note that there were more graduate students registered for the courses this summer.

SUGGESTIONS FOR IMPROVING THE WORK

While the present professional training program follows closely the nomenclature recommended by the Committee on Standards in this broad field, it is far from adequate. It is quite likely that a large percentage of the colleges

Bonds holding men (also) are generally monetary bonds. Military men for the pay and national security.

Dr. Adler has written in numerous journal in Economics and International activities for the armed corps. The Air Force activities are under the regular jurisdiction of Air Force and not attached to Army. Dr. Adler and Dr. Hoffman organized several international activities, but not concerned into the activities of internal and international men in Science, Theatre and Athletics. Dr. Hoff indicates are willing to contain that in international relations men in Science and Athletics, Dr. Hoff indicates are willing to contain that in international relations men in Science, Theatre and Athletics. Also even all that would be learned in the activities and personnel activities for their part.

The Senior Faculty Council is in use of the best to assist in the Educational Aids. Other service activities and part memory. The Faculty Air Force are given.

1. Physical Education 201 - Training and Techniques of Physical Education
2. Recreation 203 - Introduction to Recreation
3. Health Education 204 - Safety Education
4. Physical Education 207-208 - Methods of Coaching and Officiating
5. Physical Education 401 - Organization and Administration in Physical Education

The course suggested by Dr. Arnold A. Hutchnek, Jr. in Economics, Air Force Academy - Bonds and Economic in Social Education and Educational Service. Other are only some suggested for the course. It is interesting to note that some are provide personal requirements for the course 141. Course.

Recommendations and Conclusions

Only the general recommendations including program fitness course has recreational recommendations in the Committee on Education in this report which is in the Free Education. It is quite likely that the Committee of the Academy

training teachers in this field will adopt a five year program. I feel that it is essential for the College to decide to either drop the Minor in Physical Education or adopt a Major Curriculum in this field. The semester-hours allotted is not sufficient to do the job on the high plane that the other subjects at the College are accomplishing. The present set-up in Health Education and Recreation is satisfactory for the time being, but additional semester-hours should be added to the Physical Education Curriculum. More work should be required on the activity phase of the program, adding courses yielding semester-hours credit in soccer, football, basketball, swimming, life-saving, self-testing activities, folk dancing, tap and clog dancing, modern dancing, social dancing,tennis, archery, track and field, softball and baseball. It is suggested that 1/2 semester-hour credit be given each of the above courses. These additions will greatly aid in the placement of the graduates in future years.

More attention should be given to the integration of general education and professional education in this field. All students should be receiving more education in Health and Mental Hygiene and in particular School Health Services. These courses should be increased to yield three semester-hours credit.

To get the most out of the limited facilities, it is thought best to schedule physical education classes first. Attention should be given to the scheduling of Recreational and Health Education courses so that they do not conflict with the Physical Education and Athletic programs. In the past men have been exempt from physical activities and Personal Health Problems and I feel they will be handicapped when they get out on the job; I thereby suggest that all students be required to take these courses.

Much valuable experience could be gained by those specializing in

Similar measures in this field will admit a fine year programme. I feel that it is essential that the Building be begun to enlarge upon the scope of Physical Education and we need a major consideration in this field. The administration is prepared to do the job as soon as we can find some that the other obligations of the building are commitment. The present means of physical education and recreation is satisfactory for the time being, but additional accommodation should be provided in the immediate future. There must be provision of the activity space of our program, adding various physical recreation-sports, which is already, football, basketball, swimming, tennis, self-defense activities, rock climbing, bar and rope climbing, modern dancing, social dancing, folk, square and ballroom, pitching and bowling. It is recommended that 1/2 recreation-hour course be given to each of the lower students. These additions will greatly aid in the development of the program for the coming years.

More attention should be given to the introduction of general recreation and professional education in this field. An physical course in preparing teachers adequately in health and social hygiene and in recreation should be introduced. These courses should be conducted by qualified lecturers.

To give the best work of the Library facilities, it is important that a reading physical education course be given. Attention should be given to the advantages of commercial and varied Education courses in high schools of the Field also the financial consideration and practical problems. In the past we have been making the physical activities and financial aspects further and I feel they will be neglected when they are not on the line. I consider students have to provide be required to pay these courses.

More adequate scholarships should be added for these specialists in

Physical Education and Recreation if it were not for the fact that so many of the men are in the accelerated program. It is suggested that less emphasis be placed upon the students' attending Summer School and that more emphasis be placed upon their getting experience in camps, playgrounds, recreation centers, and with social agencies conducting youth programs.

Some arrangements should be made to relieve the Director of the Department of the details involved in the management of the Varsity Athletic Program. Mr. DeRosa has aided in this respect and, inasmuch as he is coaching varsity tennis and golf as well as directing the intra-mural and recreational programs, I suggest that he be assigned to the duties of managing the varsity program. Considerable time, tact and ability are needed in doing the job and adequate compensation should be provided.

With the enlarging of the Varsity Athletic Program and the adoption of a broad intramural and recreational program for all the students, it will be necessary to increase the Student Government fees to at least six dollars per student. Arrangement should be made to compensate those on the faculty who devote extra time to this work.

The problem of adequately and economically caring for the athletic injuries should be given careful consideration. It is suggested that a male physician be added to assist the Medical Department in taking care of the injured athletes, such a person to be assigned to teach the course in Physiology of Exercise.

In order to adequately teach the twenty-four professional courses in this field, coach the varsity and junior varsity athletic sports, conduct the

intramural and recreational program, handle the required physical activity program for all freshmen and sophomores, as well as the coaching and required Health and Physical Education at the College High School, it is suggested that three full-time women and five full-time men be employed.

The present facilities, indoor and out-of-door, should be placed in proper playing condition and new facilities provided so that more students can participate in physical activities. It must be remembered that the students may secure the proper schooling in the classrooms, but their education, with greater carry-over value for the post-college period, can best be done in the gymnasium and on the athletic field.

The problem of taking care of the large amount of correspondence, as well as the other clerical work in keeping accurate records and in preparing outlines and mimeographed material, necessitates the need for a full-time secretary. Were all the offices of the department housed in one room, the secretary could be of great service in improving the efficiency of the department.

It is suggested that a survey be made of the present program with the idea of improving the standards so as to meet the new requirements for teachers in this field. I suggest contacting the following people regarding such a survey; Mr. William P. Uhler, Jr., New Jersey State Department of Public Instruction, Dr. Ben Miller, Secretary of the American Association for Health, Physical Education and Recreation and Dr. Glen Howard, Secretary for the College Physical Education Society.

It is sincerely thought that with the following-through of the above mentioned items plus the execution of the various factors submitted in last year's Annual Report, the caliber of work of the department will, in the course

of three or four years, be on a par with the outstanding work being done by the other departments of the College. When this is done Montclair will have a rating equal to the best in the State and the East in this most significant field of education.

Respectfully submitted,

Arthur E. Morr

Arthur E. Morr, Director
Health, Physical Education and Recreation

THE DEPARTMENT OF SOCIAL STUDIES: ANNUAL REPORT TO THE PRESIDENT, 1946-47

Developments and Trends

Two developments particularly have influenced the work of the Social Studies department during the past year. One has been the greatly increased enrollment, both in the college as a whole and especially in the department, due chiefly to the large registration of veterans. The other has been the loss of valued members of the teaching staff and the necessary addition of a considerable number of new ones.

The greatly regretted death of Dr. Harry Snyder deprived us not only of his valued leadership but also of his services as a teacher of Latin American subjects. Dr. Snyder had been chiefly responsible for developing the work in this field and courses in it had already been announced for the year 1946-47. They were offered as scheduled and taught by Dr. Herbert Gooden, one of the new members of our staff. The resignation of Dr. Eugene Link to accept a favorable position elsewhere left a serious vacancy in the field of Sociology; but his work has been satisfactorily continued by Miss Alice Stewart, who came to us in the fall of 1946.

Others new members of the staff in the Social Studies Department are:

Dr. Morris Moffatt

Dr. Frank Clayton

Mr. Ernest Fincher

Mr. William Braem

The work in Field Studies was offered on a full schedule, as in pre-war years. All Social Studies majors of the Junior Class (and a

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Others who members of the staff in the Social Studies Department are:

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Dr. Frank Clayton

Mr. Edward Fincher

Mr. William Green

The work in Field Studies was offered on a full schedule, as in pre-war years. All Social Studies majors of the Junior Class (and a

number of other students who elected the course) took the course in Urban Field Studies, and during the summer Mr. Bye offered his course in New England and Canada, which was completely filled. The China Institute, which was introduced with such success several years ago, was held again this past summer with equal success.

The Department for several years has been considering and attempting to find the most satisfactory adjustment to certain conflicting trends in education which influence particularly, perhaps, the Social Studies. We hear, on the one hand, a continued insistence from certain quarters that the student be thoroughly trained in the subject matter of his specialized field or fields; and this is often coupled with the suggestion that teacher training institutions are particularly lax in this respect; we hear, on the other hand, that a wide range of background knowledge and understanding and experience is essential to the effective teacher, that specialization is narrowing and deadening. We recognize that there is much truth in both viewpoints. But for Social Studies teachers the difficulty of making a wise adjustment is greatly intensified by the extreme breadth of the field in which they work. The term "Social Studies", as we use it, includes a number of subject matter fields which in many colleges and in all universities are major fields in themselves. Such are History, Economics, Political Science and Sociology. The present requirement of 42 credits in the field of Social Studies for Social Studies majors may seem large when it is remembered that they are likewise required to take a considerable number of credits in the field of Integration and a considerable number, also, in background courses in other subject matter fields; certainly it leaves the student with little leeway for electives in other fields. But it should also be remembered that of the 42 required

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credits in Social Studies, 12 are in the Social Studies background courses and 3 are in the Methods (401) course; this leaves only 27 credits to cover the whole range of specialized history, economics, political science, and sociology. The requirements for the 27 credits are strong at present in history and fairly so in economics, but exceedingly weak in sociology and government. We have considered the possibility of converting some of the present four credit courses to three credit ones, reducing somewhat the requirements for the History major and setting up one or more minors in the Social Studies.

One other trend deserves some consideration. The number of students majoring in Social Studies has greatly increased recently. Last year we graduated 76 majors in the Social Studies. This raises a placement problem of a serious sort. It is probably impossible that anything like all these can hope to be absorbed in the Senior and Junior High Schools of the state. There is, therefore, the question as to whether there should not be modifications in certain of the Social Studies courses aimed at preparing the student more directly for possible work in grades lower than the seventh.

Special Projects

The department is considering revision and modification of the two large background courses in Civilization and Contemporary Problems (100-A, 100-B, 200-A, 200-B, 200-C). These courses, with the growing size of entering classes, have reached considerable proportions; last year there were ten sections of Civilization in both semesters and about 12 of 200-A, B and C. They, thus, require the services of numerous teachers and the difficulty of maintaining a common approach and treatment of subject

matter is increased; in view of the fact that many classes are obliged to shift teachers at the end of the first semester, it is desirable that all those engaged in teaching the subject have a common understanding and offer a reasonably similar content so far as subject matter is concerned. We are making a change of text in Civilization this year as a possible means of reaching the problem in part. But a committee is investigating the possibilities of more sweeping changes. There is also a problem of providing greater unity between the three different divisions of the course in Contemporary Problems as well as a closer correlation between it and the Civilization course. A committee is working on this problem.

The experimental course in Western Culture begun in the ninth grade of the College High School by Dr. Snyder in cooperation with the English Department was continued this year with Miss Alice Stewart assuming direction of the Social Studies work.

We are also giving thought to the possible need for changes in the entire Junior High set up in the College High. A committee made up of instructors at present most closely associated with the work of the seventh, eighth, and ninth grades has made progress in working out a revised program.

The problem of making the best possible use of the observational facilities of the College High School has been with us ever since the College was instituted; a major obstacle has always been the seemingly inevitable conflicts which arise between High School and College class schedules. For a number of years we have required of Seniors a considerable number of individual observations upon which they make written reports

to the instructor of their Methods course. But a more fruitful type of observation, when it can be scheduled, is for the entire class and instructor to observe the same piece of high school work and thus have opportunity for a discussion which will have meaning for all. We made a definite effort this last year to require a certain number of such class observations with good success. But there still remains the problem of providing a more useful program of observation for lower classmen; this we are working at.

During the past year Dr. Wittmer has been serving on the state committee which is working out a guide for the teaching of International Relations for the teachers of the nation. Dr. Gage is serving on the state committee which is preparing a syllabus for the two year course in American History.

For a number of years there has been a demand from numerous college students for some course in Philosophy; the college has never offered such a course, except in Educational Philosophy. During the past summer a course in the history of philosophical thought was introduced by the Social Studies Department. It was taught by Dr. Walter Freeman and received a warm response from an unusually large number of students who elected it.

There has been an increased tendency in certain courses, where the subject matter lends itself to such treatment, to make wide use of moving pictures and outside speakers as a means of enriching the student's appreciation and understanding. This has been particularly true in the sociological courses, where both Dr. Clayton and Miss Stewart have been active in arranging such stimulating programs.

Enrollment and Course Offerings

The number of students enrolling as Social Studies majors by class were:

Freshmen	83
Sophomore	67
Junior	68
Senior	76
Total	294

Assignments in the College High School were:

Grade 7	Mr. Fincher
Grade 8	Mr. Braem (Dr. Clayton, 1st. Sem.)
Grade 9	Miss Stewart
Grade 10	Dr. Wittmer
Grade 11	Dr. Gooden
Grade 12	Dr. Moffatt

Courses of the Fall Semester, 1946:

100A	Civilization and Citizenship	10 sections
101	European History	3 sections
200A	Contemporary Economic Problems	4 sections
200B	Contemporary Political Problems	4 sections
200C	Contemporary Social Problems	4 sections
201	United States History of 1865	3 sections
301	Economics	2 sections
302	Urban Field Studies	
401	Methods of Teaching Social Studies	2 sections
407	New Jersey State and Local Government	
419	American Political Biography	
420	European Outlook	
427	Ancient History	
443	Youth and the Community	
402B	Comparative Government	

Courses of the Spring Semester, 1947

100A	Civilization and Citizenship	2 sections
100B	" " "	12 sections
102	European History	3 sections
200A	Contemporary Economic Problems	4 sections
200B	Contemporary Political Problems	4 sections
200C	Contemporary Social Problems	4 sections
202	United States History since 1865	3 sections
301	Economics	
302	Field Studies in Urban Life	
448	British Dominions	

Development and Control Curriculum

The number of students registered in Social Studies Majors is:

Class Years

Freshman	63
Sophomore	37
Junior	28
Senior	32
Total	200

Participation in the College Year Abroad Program:

Group I	Mr. Tucker
Group II	Mr. Gamble (Lucerne, Lau, Jena)
Group III	Miss Pierce
Group IV	Mr. Fielden
Group V	Mr. Hudson
Group VI	Mr. Watkins

Courses of the Fall Semester, 1963:

100A	Civilization and Citizenship	10 sections
101	Economic History	2 sections
200A	Contemporary Western Problems	4 sections
200B	Contemporary Political Problems	4 sections
200C	Contemporary Social Problems	4 sections
201	Ancient and Medieval History of Asia	2 sections
202	Economics	2 sections
300	Urban Field Education	
320	Methods of Teaching Social Studies	2 sections
325	Law Among State and Local Government	
414	American Political Geography	
420	Russian History	
427	Latin American History	
434	Study of the Community	
490	Independent Research	

Courses of the Spring Semester, 1967

100A	Civilization and Citizenship	2 sections
	* * *	10 sections
101	Economic History	2 sections
200A	Contemporary Western Problems	4 sections
200B	Contemporary Political Problems	4 sections
200C	Contemporary Social Problems	4 sections
202	United States History since 1877	2 sections
411	Intermediate	
300	Field Education in Urban Life	
340	Spring Seminar	

Classes for Seniors - Spring, 1947

407 New Jersey State and Local Government
447 Diplomatic History of the U. S.

Summer Session, June 16-August 15

100A Civilization and Citizenship
102 European History 1815 to Present
200A Contemporary Economic Problems
200B Contemporary Political Problems
200C Contemporary Social Problems
201 American History to 1865
301 Economics

Summer Session, July 1-August 15

200A Contemporary Economic Problems
200C Contemporary Social Problems
401 Methods of Teaching Social Studies
402B Comparative Government
412 International Government
415 Latin American Relations
417 American Archaeology
419 Political Biography
451 Middle East
457 Development of Russia
470 History of Philosophy
499 China Institute

Extension Courses, Fall, 1946

446 Current Problems in Economics and Government
453 Development of Canada and Mexico
457 Development of Russia
A502 Origin and Development of Constitution

Extension Courses, Spring, 1947

429 Present Day Social Problems
439 Family and its Problems
450 Modern Economic Problems
458 Russia as a World Power

Classes for Seniors - Spring, 1967

367 Mr. Jerome Frank and Legal Government
447 Philosophic Strategy of the U. S.

Senior Seminar, Open to Seniors Only

[illegible] Civilization and Citizenship
[illegible] Economic Liberty Call to Freedom
[illegible] Contemporary Economic Problems
[illegible] Contemporary Political Problems
[illegible] Contemporary Social Problems
[illegible] Education Liberty in Jeopardy
[illegible] Economics

Senior Seminar, Open to Seniors Only

[illegible] Contemporary Economic Problems
[illegible] Contemporary Social Problems
[illegible] Methods of Studying Social Science
[illegible] Contemporary Philosophy
[illegible] Constitutional Government
[illegible] Legal Service Institutions
[illegible] Business Economics
[illegible] Political Philosophy
[illegible] Modern Law
[illegible] Jurisprudence of Crime
[illegible] Theory of Philosophy
[illegible] Value Institute

Graduate Seminar, Spring, 1967

[illegible] Internal Problems in Economics and Government
[illegible] Investigation of Economic and Monetary
[illegible] Jurisprudence of Morals
[illegible] Freedom and Development of Institutions

Graduate Seminar, Spring, 1967

[illegible] Freedom and Social Problems
[illegible] Family and Life Problems
[illegible] Modern Economic Problems
[illegible] Morality and a Moral Power

Recommendations

If the present size of the student body is maintained, the Social Studies Department will require an increase in staff, to the extent, probably, of one full-time person, if the best work is to be done. There is a seasonal character to our problem which may easily be overlooked. The first semester of each year is much more easily handled by our present staff than the second one can be. During the second semester it is desirable to set up several elective courses for the benefit of Juniors who at that time are free to elect and desire to do so. Last year it was possible to set up just one of these. The situation in brief is this: the number of senior courses which are dropped during the second semester comes no where near providing the teaching time necessary for the observation of those seniors in the field, when the numbers are as great as at present. Last year, not only were we unable to set up the desirable number of elective courses, but we were unable, notwithstanding the sacrifice of electives, to provide enough social studies teachers to do the social studies observation; the result was that many of our Seniors were supervised, in behalf of the department, by persons who neither knew them personally nor were familiar with the subject matter they were teaching. This is not said in criticism of the supervisors, but to emphasize that a really unfortunate situation exists. It is most desirable, in my opinion, 1) that the Social Studies Department be in a position to offer an adequate number of elective courses, and 2) that all Social Studies practice teachers be supervised by Social Studies teachers. This cannot be done with the present staff, if present enrollment figures continue.

Even with the present staff our office facilities are inadequate. There are now nine desks, in actual physical contact, one with another, in some cases, jammed into a rather small room. Anything like effective student conferences are impossible under such circumstances. Some of the best work of some of our teachers is accomplished through such conferences. It is certainly desirable, if space is available anywhere, to provide more office room.

It has been recommended in past years, I believe, that the Department be furnished with an opaque projector for its exclusive use and, also, a radio. I renew that recommendation and, in addition, suggest that a good, high-fidelity record reproducer be provided. Such reproducers are not easily obtainable now except in conjunction with a good radio. But there is not anywhere in the collage, if I am correctly informed, a good phonograph (outside the high school) though many college courses, and especially those in music, must have frequent need for a good record reproducer. We certainly could use one in our department, and it would seem, even though the initial expense may be considerable, that a first-rate radio phonograph might be regarded as essential equipment for an institution making use of the most modern methods in education.

I recommend that the work in Philosophy, begun in the Summer Session, be continued, and that means be provided for one or more elective courses in that field in the regular semester schedules. The reception given Dr. Freeman's course of last summer seems to indicate that there is a real demand for such instruction.

The situation respecting the Social Studies minor requirements is at present most unsatisfactory, in my judgment. As requirements stand it is possible for a student to become a certified Social Studies minor

with just six more credits in the social studies than any other student in the college has. In other words, any Mathematics, Music or Science student, who has taken only the required background ccurses, is about as well prepared to teach the social studies as are those who minor in the subject, provided they take no more than the courses strictly required of them. I recommend that all minors be required to have minimum of 16 credits beyond the background courses in social studies, and that the department be authorized to prescribe the courses necessary to make up the required 16 credits.

Respectfully submitted,

Elwyn C. Gage
Head, Department of Social Studies

ECG:ER

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Elwyn C. Lage
Head, Department of Social Studies

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PERSONNEL OFFICE REPORT AND RECOMMENDATIONS

1946 - 1947

The Personnel Office wishes to submit its report under the designated headings:

Freshmen Selection and Orientation

Freshmen selection is based largely on objective data, high school information, and entrance test scores. Selection, in my judgment, can be improved by a more careful planning of the interviews and administration of the speech tests. The interviews should be more thorough, and the speech tests given by competent persons. Most of the interviews and speech tests other than those for Spring applicants were superficial and often done by someone in the Personnel Office. I would recommend that the days for interviews be scheduled when extension classes are not being held and that regular class periods be shortened to an extent that would enable faculty to assist with this work without delay or interruption.

The Orientation program has not been well done the last two years on account of inadequate assembly space for such large classes. This work may be done better by an orientation committee which would plan and conduct a program after making divisions of entire entering classes.

Advisory Program

The administration of this work is now in the office of the Dean of Instruction.

Counselling

The problems remain the same, finances, scholastic difficulties, social and personal adjustments.

Veterans' Problems

The work with the veterans and the Veterans Administration has required the full time of the Administrative Assistant. The veterans' problems as a veteran are certification, subsistence, and housing. The work of the office has been the clearance of certification and authorization papers, following through of subsistence claims, evaluation of service credit and necessary records and reports to the Veterans Administration Office.

The veteran as a student and a person has problems, but the difficulties are not different or more serious than those of non-veterans. I feel that readjustment, if there was need for it, was made easy by the fact that the college accepts veterans as it accepts all others. Scholastic difficulties have not been numerous.

Student Employment

Work Scholarships have been used by 148 students for a total tuition credit of $8784. This amount is much below that available. It has been difficult to provide efficient laboratory assistants at the established rate, and many capable students who must have financial assistance prefer part-time work off-campus where they may work a greater number of hours per week and receive cash for their services.

Records

Changing responsibility and circumstances may have altered the usefulness of certain personnel records. It is advisable, I believe, that those concerned with these records should carefully review them and discard that which is useless and eliminate duplication of work.

Photostat and Mimeograph Service

I would recommend the extension of photostat service to include furnishing the student a photostat of his scholastic record each semester. This can be done promptly at a reasonable cost, a saving of time, and the report cards retained for statistical purposes.

The amount of mimeographing has increased to a degree that its supervision and the cutting of necessary stencils requires about one half of the time of the Dean of Instruction's secretary.

Testing

Entrance examinations have been given in September (41), January (100), April (301), June (73), and August (59). Of the total, 574, taking the tests, 418 (approximately 70%) were accepted.

In the Sophomore Testing Program, the veterans excelled the non-veteran students in Current Affairs, equaled them in General Culture, but fell below in the English test. The percentile distribution of our sophomores were consistently above that of the norms.

The eighty two seniors taking the National Teachers examinations were representative of the entire class. The mean scores were slightly above the norms on all tests. They did best in their major subjects and poorest in the area of professional subject matter, child development, guidance principles and methods.

In cooperation with the American Council of Education, the college administered to the entire Junior Class, experimental tests in Reasoning and English. These tests are part of the 1948 National Teacher Examinations.

The I.B.M. test scoring machine has been used in scoring not only our tests but those of the Teachers Colleges at Paterson, Jersey City, and Newark. This service will be extended to the public schools of this area.

Alumni

Part-time assistance has made it possible to keep the address files and addressographs in order, furnish the Publicity Committee with county organization file, and the State Organization of American Association of University Women with complete address list of Montclair women Alumni.

Student Scholastic Quality

Three sets of data indicate that the scholastic ability of our students has diminished during the last several years. If high school ranks of accepted freshmen, the scores made by our sophomores on the Cooperative Tests, and the ratings of our seniors on the National Teacher Examinations are dependable measures, the above statement is correct.

OBJECTIVE DATA DESCRIBING QUALITY OF STUDENTS

1940 - 1947

Year	Per cent in Upper Half Graduation Class, Entering Freshmen	Per cent Excelling Sophomore Examinations			Mean	Per cent Ranking Superior on National Teacher Examinations	
		English	Current Affairs	General Culture			
1947	82	60	67	71		16	(50)*
1946	75	60		82		30	(26)
1945	79	67	70	77		16	(57)
1944	84	65	80	78		21	(52)
1943	90	70		72		24	(45)
1942	94	78	85	87		33	(81)
1941	100	78	86	89		50	(100)
1940	100	78	88	89			

* Per cent of class taking test

To improve or remedy this situation, it is necessary to consider how we may treat those who are now in the college and how we may improve our selection of freshmen and transfer students.

Quota restrictions, quota obligations, and sustained enrollment, it must be admitted, to a degree affect the definition of standards for selection and retention of students.

From careful consideration of this problem, I would make these recommednations:

Freshmen Applicants

1. Acceptance of non-veteran freshman applicants be restricted to those who rank in the upper half of their graduation class. It was once our policy to reject all applicants who ranked in the lower half of their graduation class. This past year, we rejected thirty per cent of the applicants after examination and yet accepted eighteen per cent who were in the lower half of their graduation classes. This situation may be improved by securing either better qualified applicants or more applicants.
2. Accept veteran applicants who rank above the lower quartile of their graduation classes provided they have gross scores on entrance examinations equivalent to gross test scores of accepted non-veterans.

   This standard is as arbitrary as the one above, but is in line with the recommendations of the Commissioner of Education.
3. Accept no applicant unless recommended by the high school

principal.

We have regretted, in a few cases, the violation of this policy.

4. Modify the plan of acceptance of students on a departmental quota or

Inaugurate a systematic effort to select the best qualified students irrespective of their expressed major preference. The selection of freshmen is based largely on objective data. The number of applicants in excess of the quota to be accepted within a major automatically excludes the poorer from that department. However, the scholastic strength of the student body is weakened by this procedure. For example, eighteen per cent of the freshmen accepted April, 1947 were in the lower half of their graduation classes and eighty per cent of those rejected were in the upper half. The Speech Tests and Interviews give us an opportunity to direct those applicants who are not determined in their choice of a major into other departments.

Advanced Standing Applicants

5. Acceptance of transfer students should be based upon

a. a careful evaluation of transcript and recommendations

b. objective evidence of probable success

c. department interview, approval and planned program, and

d. unanimous approval of Committee on Admissions.

The greater liberty allowed in the acceptance of transfer students carries with it the greater responsibility of selecting only those who give promise of success as a student and teacher. Where there is doubt or an appeal for recon-

sideration of an application, the Sophomore Examinations might be used to establish objective and comparative evidence.

Accepted Students

6. All freshmen who rank in lower ten per cent of entering class should be accepted on probation.

   Students who are now in College have been led to believe that they can be successful with their college work. This recommendation, which grows out of the fact that many of the unsuccessful are in the lowest ten per cent, would encourage greater effort and less disappointment if withdrawal or dismissal became necessary.

7. Adequate counselling procedure should be planned and undertaken to help all students whose achievement is below their abilities.

   Many capable students have withdrawn and the Dean's Advisory List contains the names of students well above the lower quarter of their class. These students may withdraw or be dropped. Is it possible that advisory procedure may be extended or emphasized to a degree that the capable may be encouraged to do work commensurate with their ability and the able students who become discouraged or contemplate withdrawal may have sympathetic counselling before final decisions are made?

1946 -1947

Type	Number of Students		Value
Scholarships			$9776.00
State	94	$9400.	
Russ	1	100.	
Howe	3	276.	
State Work Scholarships	148		8784.26
Dining Room Service	67		5242.68
Laboratory Assistance	13		1202.52
Student Office Assistance	5		163.00
Mimeographing	3		57.25
Office and Miscellaneous	18		210.92
TOTAL	253*		$25,436.63

* - excluding duplicates

SUMMER

Type	Number of Students	Value
State Scholarships	12	432.00
Work Scholarships	34	844.92
Waitresses	12	539.68
Lab Assistants	4	136.75
Office and Miscellaneous	6	120.30
TOTAL	53	2073.65
GRAND TOTAL	260	$27,510.28

VETERAN ENROLLMENT

	Fall Semester			Spring Semester		
	New	Old	Total	New	Old	Total
Freshmen	144	21	165	57	131	188
Sophomores	24	81	105	9	98	107
Juniors	16	42	58	5	68	73
Seniors	5	43	48	1	41	42
Total Undergraduates	189	187	376	72	338	410
Special			1			
Graduate			98			98
GRAND TOTAL			475			508

(Includes 6 women)

COMPARISON AVERAGE WEIGHTED SCORES

Fall Semester 1946	Average Cumulative Weighted Score		
	Veterans	Non-veterans	Total
Freshmen	2.56	2.72	2.64
Sophomores	2.62	2.76	2.71
Juniors	2.90	2.68	2.74
Seniors	2.94	2.73	2.80

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

ANNUAL REPORT OF THE SUMMER, PART-TIME, and EXTENSION DIVISION -- JUNE 30, 1947
For the Year 1946 - 1947

The past year has been chiefly noteable for the number of Veterans enrolled in this Division of the College. Many graduates of Montclair have returned from Service to work for a Master's degree. Many graduates of other colleges have come to us to take the courses leading to the Secondary teaching certificate. In the first six weeks of the Summer Session of 1946, we had 36 Veterans in attendance; in the regular summer session, there were 116. As some of these were duplications, the total for that summer was 125 Veterans. Beginning with the fall of 1946, we have been keeping separate records of non-veterans and Veterans, so that we can more easily gather statistical data concerning them. For the year, the figures read:

VETERANS

1946	1946	1947
Summer: 125	Fall: 199	Spring: 118

A second note-worthy feature of the past year has been the continuing increase in the enrollment of Graduate students. Courses that do not carry graduate credit usually fail to fill. This does not mean that we do not have some undergraduate students taking the courses; we do have, but either they are so near to a degree that they can take senior courses or they are such experienced teachers as to be able to do so.

GRADUATE STUDENTS

1946	1946	1947
Summer: 64%	Fall: 82%	Spring: 85%

The attendance in summer of many undergraduate students of other colleges, home for the summer and residing near enough to attend Montclair as special students, causes the percentage to be lower in summer than it would be otherwise.

Since this Division of the College exists for the benefit of teachers-in-service, and since all high school teachers and many elementary school teachers now hold a bachelor's degree, it is natural that the Division should have fewer and fewer students attending without at least one degree. Certain subjects continue to draw attendants from the general public: music, public speaking, and the like. The Business Education Department, having no graduate major, and the Physical Education Department, likewise without a major on the graduate level, find it difficult if not impossible to fill a class.

Interest continues in timely courses that reflect what is going on in the world these days, locally, nationally, and internationally. This is true whether it be a course in Russian Music, in New Jersey Government, in the Economic Geography of Asia, or in Recent Trends in Teaching. There is less interest in old, standard courses, unless they are required for the degree or for a particular certificate.

It might be well, I think, to offer on the graduate level a course

in American History and one in Modern European History. Students are interested in these courses, but shy away from them when they find they do not carry graduate credit. I hope, too, that we can offer more science courses that carry graduate credit, as there is continued call for them.

The extent to which we should try to meet the need, in summer, of students from other colleges is perhaps debatable. Perhaps we should simply let them take what undergraduate courses we offer in the Nine Weeks Session without a real effort to prepare for them. I feel I should mention, however, the fact that freshman courses in biology, physics, chemistry, and mathematics are in demand every summer by those students.

A comparison of the attendance of the years 1945-46 and 1946-47, gives evidence of the fact that the Division continues to draw more students to the College.

	Summer	Fall	Spring	Total
1945-46	207	305	386	898
1946-47	444	409	424	1277

The outlook for next year is therefore bright.

Respectfully submitted,

Elizabeth E. Favor
Administrative Assistant for
Part-Time and Summer Work